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ABSTRACT

The research reported in this master's thesis was undertaken to determine whether a need exists for an office occupations curriculum for male students and, if so, to propose such a curriculum. Male students at the College of Alameda, California, were surveyed for expressed interest in office occupational employment, with certain demographic data as indicators which could be useful in identifying potential enrollees for the proposed curriculum. A review of the literature indicated that there is both a market for qualified male applicants in office occupations and a need for a curriculum to attract and train them. In the student survey more than 75% of the sample showed interest in the proposed curriculum. Course content for clerical occupations for male community college students is outlined, along with philosophy, objectives, task categories, and materials. Potential employers in the Alameda area, surveyed as to their willingness to hire male clerical employees and also for their evaluation of the proposed curriculum, overwhelmingly evaluated the curriculum as effective training. The need for an interest in an office occupations curriculum for males at the community college level was therefore supported and further, the proposed curriculum was considered to be successfully validated. The thesis includes statistical data from the study, the student and employer questionnaires, and the proposed curriculum. (MF)

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OFFICE OCCUPATIONS' CURRICULUM

for the

MALE COMMUNITY COLLEGE STUDENT

A Project/Thesis presented to the

Faculty of the

School of Education

University of San Francisco

in partial fulfillment of the requirements

for the degree of

MASTER OF ARTS

in

Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by

Marjorie C. Dixon

December, 1976

CE 010 038

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VITA AUCTORIS

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I am especially indebted to Merle Wood, whose devotion, kindness and assistance has been an unending strength to me; to both Fred Ittner and Catherine Brown, former chairpersons, to whom I owe much for the opportunity and encouragement to attempt this work toward professional growth; and to Marge Monte and the other Advisory Committee members from whom I have received much needed advice and professional counsel during this study.

Especially also to my faculty advisors, Dr. Joseph Moab Adware and Anna Lee Elman, whose direction has provided me with a sense of confidence and scholarship in this endeavor, I wish to acknowledge my heartfelt debt. If this study does in fact represent the quality and purpose to which educational research is dedicated, I owe this to these scholars from whom I learned.

And finally, to my very special family, I want to say thank you for encouragement, endurance, patience and love over the years that went into this work. My girls--Sandra, Ramona and Judy gave all they could, and more, to make it easier on their Mom. This study has been more than an academic task for me--it has been a shared experience for all of us, and they gave most of all.

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CHAPTER I

INTRODUCTION TO THE STUDY

This study has been completed in partial fulfillment of the requirements of the Master of Arts Degree in Education. It was motivated however, not only by the academic requirements of a program, but by the felt need experienced in the profession for a curriculum which could effectively attract and train male students in office occupations, and the conviction, shared by this researcher with her professional peers that such a curriculum would be both needed and contributive to important social and educational goals. It has been a meaningful study for the student, and it is hoped, will make a real contribution to the field of education for business employment.

Purpose of the Study

The purpose of this project is two-fold: To determine whether a need does in fact exist for an office occupations curriculum for male students, and, if so, to propose such a curriculum, validated by expert opinion and articulated in teachable terms.

To accomplish the former, a survey of male students enrolled at the College of Alameda will be conducted. These students will be asked to indicate their interest in office occupational employment, and the samples polled will be divided between male students enrolled in business courses and others enrolled in liberal arts

courses, particularly Language Arts. Other questions designed to provide certain demographic data (e.g., age, major, academic level, employment status and the like) will be included so that a descriptive treatment may be given to the responses for analytical review on the basis of questions to be addressed. The writer expects to look at relationships between age and employment status, for example, and expressed interest in office occupational employment, to determine whether these factors are indicators which could be useful in identifying potential enrollees for the curriculum to be proposed. Major focus of this study, of course, is to determine need and interest for such a curriculum and to propose one which employers believe will work. Related to this, however, as an important implication of the study, will be the recognition that successful recruitment for the curriculum can be anticipated if it is implemented among segments of the student population who can be identified by demographic indicators as appropriate target groups. Approximately 150 subjects will be selected for the needs survey from among male students currently enrolled in classes at the College of Alameda. Methods and procedures of data collection and treatment will be reported under the heading Participants in the Study.

The latter purpose, to propose a curriculum validated by expert opinion, will be accomplished by developing, on the basis of a review of the literature and existing curricula in office occupations, a proposed curriculum which will be submitted for careful evaluation and analysis to a selected sampling of business and industrial employers.

Statement of the Problem

The researcher is aware of many programs in the community colleges designed to train students for clerical and secretarial positions. However, these programs are attracting female students almost exclusively. Based on the researcher's experiences on both secondary and community college levels, an assumption of this study has been that changes in current practice, both within the curriculum and in other areas of community college student management, particularly in the areas of guidance and counseling and instructional strategy, could effectively channel male students into office occupations programs, and ultimately into employment in these fields of work. Classroom and cooperative work-experience strategies aimed at interesting and motivating male students, in other words, and recruiting efforts placing emphasis on male applicants for the program, should result in more males entering office occupational training programs.

There are many reasons for the low incidence of male enrollment in office occupations courses. Existing school counseling departments, for example, have been less than helpful in attracting male students to secretarial courses.[1] Many counselors and teachers lack knowledge of the job market and its opportunities for males in

[1]In the need survey conducted in connection with this study, less than 1% of the respondents indicated that they were counseled or encouraged by counselors to consider entering the office occupations curriculum.

office occupations. Cultural biases discourage male students from aspiring to office careers, especially in the traditionally female dominated secretarial field.

Yet, there are many indications of need and opportunity for male clerical workers in secretarial and related occupations. The military for example, has indicated on many occasions its willingness to utilize clerical skills of young men as part of its civilian work force, in the same way in which, in the uniformed branches, it has used male clerical people in every area of office employment (e.g., the Army "Company Clerk," and the Navy "Yeoman").[2]

However, the image of the office worker, and particularly the secretary, as a traditionally female role, continues to discourage male interest in these occupations. In the classroom, for example, secretarial and clerical teachers are most often female. Walking into such an environment seems to be an experience the average male student, despite interest in clerical work may be wary of doing. The profession itself is aware of the problem. Irene Bohlscheid, for example, a shorthand teacher at Pocatello High School (Idaho), points out this awareness: "There have been no male students enrolled in my shorthand class for the past seven years," she writes. Further, "The last enrollees graduated in the class of 1969." Bohlscheid points to a possible explanation for this preponderance of females in the classes: "It does seem unrealistic that females

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[2]B. Scott Ober, "One for the Money, Two for the Show...," The Secretary, (October, 1971), 30-31.

teach the course and dictate to students, when actually in an office situation all or most of the dictating is given by male executives." It does appear to this writer, that even though this may be changing to some degree, educators are concerned about the absence of the male teacher in secretarial courses.[3]

Nonetheless, the stereotyping of clerical and secretarial courses as programs leading to employment exclusively for females does seem to have been reinforced by both the attitude and the practice of the profession.

Some developments, however, are occurring which support the need to attract and train more males for the traditionally female office occupations. The "Women's Liberation Movement," for example, has had an inverse affect upon this question, focusing on many areas that appeared to discriminate against women and the hiring of women in certain types of positions. Pressure from this movement has meant that jobs previously held by males are now shared by females, leaving jobs traditionally held by the females open for male applicants. The U.S. News and World Report states that as a result of the women's campaign for full employment equality, men are now prompted to "reassess their own situations."

Present trends as will be shown in the following paragraphs, show that many firms are now hiring males to fill positions previously held by females. For example, the American Telephone and

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[3]Letter from Irene Bohlscheid of School District Number Twenty-Five, Pocatello, Idaho, February 22, 1971.

Telegraph Company agreed to hire men for jobs traditionally occupied by women. AT&T plans to place men in 25 percent of its clerical jobs and in 1 percent of its telephone operator positions within the next ten years.[4] This decision by AT&T came as a result of males charging sex discrimination in 1972.

Employers in finance, real estate, and transportation industries often prefer male clerical workers.[5] But since very few men are now training for these jobs, the number of males hired remains relatively low. Employers are beginning to question the reasons why males are not being trained for these jobs. That so few male students graduate with the preparation necessary for employment or advanced study in the secretarial field suggests that few counselors at the junior high or secondary levels are presenting it as a viable choice for young men.

This researcher's own experience also supports the assertion that tradition has largely reserved clerical and secretarial training for females. My interest in the development of an office occupations curriculum for males began while working at McClymonds High School, Oakland, during the mid 1960's. Many clerical programs

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[4]"Now, 'Men's Lib' is the Trend," U.S. News and World Report, March 18, 1974, 47-49.

[5]Ibid.

were instituted at that time, but most of them attracted only female students. The researcher became convinced that a training program could, and should be designed to attract male students to clerical and secretarial jobs.

The reasons for lack of interest among males in clerical programs or courses are complex. Paramount among them is the lack of adequate information about opportunities in the field. Many schools, for example, do not research current job opportunities and communicate this information to male students. Neither do many of the instructors of secretarial courses directly inform their students, male or female, of job opportunities and prospects in the field. This researcher finds in this condition a need for a special office occupational curriculum which will provide both the training needed and adequate information on the availability and prospects of office jobs for male students to attract and hold them in such a program. The curriculum advanced as a part of this study is designed to address this problem. Specifically, it will include (1) Techniques for attracting male students including both recruitment suggestions and strategies; (2) Motivational strategies as related to classroom practices and management of the work-experience aspects of the program; (3) Information on clerical jobs from Industry; (4) On the job skills training (cooperative work experience); and (5) Classroom theory related to the job. It is designed to cover all traditional aspects of the clerical and

secretarial curriculum,* while placing special emphasis upon the male student, his needs and interests, and his potential for career employment in the field.

Participants in the Study

The researcher will utilize a sample of male students enrolled in business and language arts courses at the College of Alameda as respondents in the needs and interest assessment survey** designed to measure the feasibility of implementing a curriculum in office occupations for males. These students will be chosen at random from among enrollees in courses currently being taught at the college, with an arbitrarily predetermined balance of approximately three business majors to two non-majors. By doing this, the writer expects to discover that a majority of male business majors will express an interest in an office occupations curriculum.

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*E.g., typewriting and duplicating, telephone techniques, Business English, Business Communications, records control and filing, business math and machines, shorthand, and employment orientation. A review of catalogs of comparable community colleges in the Bay Area (College of San Mateo, Ohlone, Chabot College, Diablo Valley College, Los Medanos, and San Francisco City College) indicates that the curriculum covers the same skills areas, but without specific emphasis upon male learners, or instructional strategies aimed specifically toward male students. This curriculum will provide opportunity for greater exposure of the student to actual work environments, for example where the male role is more evident than in a classroom, and will include more emphasis upon males as managers, supervisors, and the like. As suggested by the review of the literature and the anticipated responses of employers, considerable effort will be recommended toward identifying the appropriateness of male employment in the office occupations field, and identifying and minimizing typical areas of cultural bias as related to the male role in office occupations.

**The survey instrument appears as Appendix A to this writing.

If the majority of non-business majors also express interest in such a curriculum, the writer will interpret this finding as both an indication of feasibility for offering such a program and a basis for generalizability of the findings.

The curriculum validation survey will be made with a sampling of business and industrial employers who represent a cross-section of firms hiring office occupational workers in the Greater Bay Area of San Francisco, the locale within which students completing paraprofessional and vocational-technical courses at the College of Alameda will seek employment. It was felt that such a sample would reflect realistic appraisal, within the hiring locale of the program, of the suitability of the curriculum proposed and the validity of the course content and objectives.

All survey questionnaires will be sent by mail, with return mail envelopes and a cover letter. The researcher will receive, record, tabulate, analyze by percentage comparison and apply the data to appropriate descriptive treatment with reference to the questions addressed by the study. A total of 35 representatives (personnel directors and/or owner-managers) of business and industry will be included in the sample.

Statement of Objectives

As indicated in the purpose of the study the objectives of this project are two:

(1) To determine, from a sample of undergraduate students enrolled at the College of Alameda, whether there is sufficient interest and need in office occupations training to make the development of a curriculum for such training feasible; and

(2) To develop such a curriculum and have it validated on the basis of expert opinions, i.e., by employers hiring office workers in the locale adjacent to the College.

The above objectives are to be measured by survey method and articulated by descriptive analysis and application. It is to be noted here that this project is not experimental in design and does not propose to undertake experimental treatments for comparative analysis. Rather, the writer is proposing to survey a sample of the undergraduate population of the College of Alameda (Objective 1) to determine whether sufficient interest in an office occupations curriculum exists to make it feasible to develop such a curriculum; and secondly, to survey an employer group (Objective 2) to validate, by their judgments, that the curriculum is in fact feasible. Employers to be included in the sample for the validation survey will be selected from a representative cross-section of employers in the locality of the college. Methods and procedures to be followed in these surveys will be described in detail in Chapter III Part A, (Student Needs and Interests Survey) and in Part C (Employers Validation Survey). The surveys will be conducted over a three-month

period, with tabulations and analysis to be done the fourth month, and the results prepared for presentation in the form of a master's degree thesis statement (Chapters III and IV) during the two-month period to follow. A timeline projection is included in pages following to describe the time sequence planned for the study.

It is proposed by this writer that evidence of interest in office occupational employment by a three-quarter majority of respondents to the student needs and interests survey will be clear evidence of the feasibility of developing a curriculum to provide training for such occupational interests among male community college students within the population surveyed. It is also proposed by the writer that a supportive judgment by a clear majority of employers expressing favorable response to a proposed curriculum will be an adequate basis upon which to conclude that the curriculum will in fact successfully prepare male office work applicants for employment. This project does not propose to implement and test that curriculum; however, on the basis of demonstrated need and interest, and validation by employers that the curriculum, in their judgment, will work, the writer expects to recommend that the curriculum be implemented. Comparative measurement of its effectiveness in actual practice should be the concern of further study.

As will be noted under limitations of the study, this investigation is intended only to provide clear evidence of a need for an office occupations curriculum for males, and to propose a

curriculum which can be expected to successfully respond to that need. This is the nature of descriptive research. Deobold B. Van Dalen[6] points out that "descriptive researchers can identify relevant and irrelevant variables, screen out unpromising hypotheses, and detect significant relationships. Their descriptions," he writes, "....may subsequently be studied under rigorously controlled laboratory conditions... . Descriptive research," Van Dalen affirms, "should not be disparaged, for research would be impoverished without the data and insights supplied by descriptive studies." It is the writer's purpose to hopefully provide such insights to a major felt need of the business education profession today, and thus to offer a basis upon which further research can be undertaken.

Thus, the evaluative objectives of this project are (1) to provide a justification for, and (2) a proposed curriculum with which to implement a new departure in the training of secretarial and clerical workers: a curriculum for office occupations for males which it is hoped may have general acceptance and be attempted at both the College of Alameda and at other colleges within the family of the Community College System. If this project accomplishes these objectives, it will have attained its purpose.

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[6]Deobold B. Van Dalen, Understanding Educational Research: An Introduction, Third ed. (San Francisco: McGraw-Hill Book Company, 1973) p. 253.

Evaluation and Analysis Procedures

The basic method to be utilized in this study, both for the assessment of need for an office occupations curriculum and for validation of a proposed curriculum to be developed will be the survey technique. Student respondents will be asked to indicate, by choice of attitudinal options, interest or lack of interest in office occupations and willingness to participate (or enroll) in a course of study leading to employment in an office occupation. Employers, with a copy of the proposed curriculum for such a program in hand, will be asked to evaluate it on its suitability for the preparation of prospective employees, based upon their own judgment of the curriculum construct.

The data derived from these surveys will be tabulated and analyzed utilizing percentage comparisons for descriptive application to the primary questions of the study. The data will be processed by computer using the SPSS (Statistical Package for the Social Sciences). Comparative responses will be treated covering a variety of questions related both to needs and interests (student respondents) and to evaluative judgments (employers), in addition to demographic data describing the students' level, age, major, employment and enrollment status. Results will be presented descriptively in the form of tables and graphic representations. It is felt by the writer that relationships will emerge between degree of interest in office occupations training and such factors as age, major, enrollment, level, and employment status.

The questionnaires used in both student and employer surveys were designed to measure attitudes (students) and evaluative judgments (employers) regarding the broad questions of interest and suitability as reflected in choices provided. The student questionnaire is included as Appendix A, and the employer questionnaire as Appendix C, to this study. Detailed description of these procedures will be presented in Parts A and C of Chapter III of this thesis, together with a discussion of the specific questions addressed in the survey instruments.

Limitations of the Study

Not designed to provide refined statistical justification for an office occupational curriculum for males, nor to specifically validate a precisely detailed curriculum (e.g., daily lesson plans, specific instructional materials, and the like), this study nonetheless proposes to demonstrate that there is a need for a workable general curriculum and that such a curriculum has been designed to provide office occupational training for males. Thus, the study is limited in its anticipated usefulness to the determination of these two primary facts. However, the findings of the needs assessment survey, and its implications for the profession, and the employer validation of the general curriculum should in themselves be an important contribution to the field of vocational education since the question of need and appropriateness of office occupational training for males has not yet been adequately treated by the profession, despite considerable dialogue in the literature of business education.

The application of the findings of this study is specifically of local character, since the needs assessment and the curriculum evaluation have been done with samples in the College of Alameda itself, and among employers in the Greater Bay Area. However, the findings should contribute generally to a better understanding of the condition of needs and curriculum design in any area, since they respond to questions generally reflected in the national literature of the profession.

Since there are few studies which devote themselves to the questions addressed in this investigation, the generalizability of the findings may not be as broad within the whole field as might be desirable. Little literature could be found to provide a larger basis for this study's concerns; however, insofar as the findings of this study may apply to the statewide or national dialogue, the study should have both descriptive application and curriculum implications for the profession and the teaching strategies of the field.

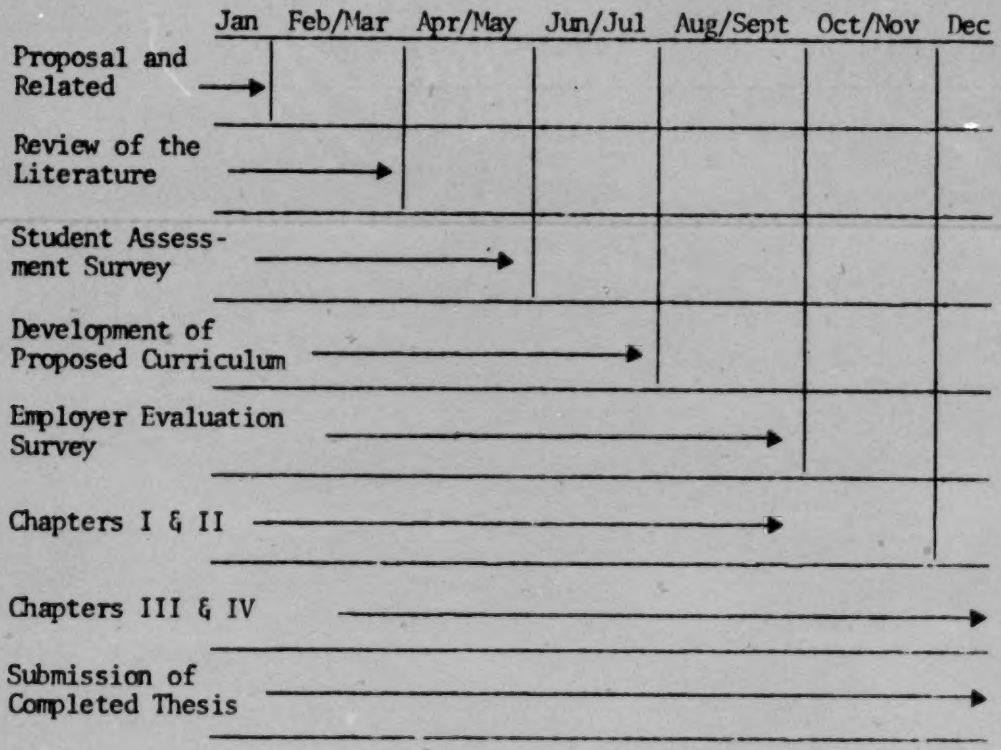
Definition of Terms

There are no terms utilized in this study to which meanings other than those currently understood in the profession are ascribed. For purposes of this study, it may be pointed out, however, that the term student is intended to refer to any person enrolled for classes at a community college, regardless of age; that employer is used to designate any party within a business or industrial hiring activity who deals with or is knowledgeable about the hiring

policies and practices of that firm; and that office occupations as a general term is intended to designate that area of work for an employer which includes all tasks relating to clerical, office, and office management tasks. Respondents in all instances are intended to refer to persons who have received questionnaires, completed them, and returned them, their responses then becoming a part of the data from which findings of the study have been derived.

Timeline

Schedule for completion of the present study is as follows:



Budget

No budget is required to support the completion of this project other than the costs of tuition, paper, postage and related supplies, which will be paid by the writer.

Summary

In Chapter I, the researcher has presented the background of the study, a statement of purpose, problem, and objectives of the study. Discussion has been given to the participants utilized in the study, the procedures to be used in evaluating responses to the survey questionnaires which are the principle instruments for data collection, and the limitations of the study as it is designed and executed.

Chapter II is given primarily to a review of the literature and a discussion of the need for training in office occupations as related to male students. Chapter III, in three parts, will report the results of a student needs and interests survey conducted at the College of Alameda, a proposed curriculum in response to this need, and the findings of an employer evaluation survey conducted to validate the usefulness of the proposed curriculum. A final chapter will present conclusions and implications of the study, and propose recommendations for the future as related to office occupational training and education at the community college.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In order to gain an overview of the professional dialogue which has been given to questions relating to the objectives of this project, a review of the literature was undertaken, with particular interest in three areas of concern: (1) The need for, and factors affecting interest among male students in training for office occupations, (2) The curriculum: its character, content and scope, and (3) The character of vocational opportunity available to males with clerical training.

Observations and Background

The community college today is characteristically an "open-door" institution differing from the traditional four-year college in that it presents a minimum of "barriers" to entry in the conventional sense. By and large, the individual who is over 18 years of age, and able to profit from instruction, is welcome to enter the institution and attempt a program. Entrance examinations, minimum GPA, graduation from high school, and similar requirements of the four-year institution are absent in the California Community College system. It is an institution of "higher education" for everybody, and to some large degree attempts to interpret education beyond, but not necessarily subsequent to the completion of secondary school

as a right, rather than a privilege earned by any kind of defined prior performance or academic achievement.[7]

Accordingly, there is a tendency in the curricula of the community colleges to expand in directions which appear to make these institutions schools which have something for everybody, and a program for every type of individual. This writer does not question the wisdom of this philosophical base for the community college. It is healthy and good.

It is necessary, however, to look at the character of the community college in which the curriculum in occupational education will be proposed, in the perspective which is created by the "open-door" philosophy. In theory, in this type of institution, the student is primary, the program is secondary, and it becomes very much the function of the institution to provide a program to fit the student rather than to select the student to fit an existing program (i.e., to create a program for such a student if there is not one into which such a student can be channeled).

Finding numbers of individuals with reasonably comparable interests and needs, then, and designing programs to fit such needs, results particularly in a large number of career preparation and paraprofessional programs, especially as related to the needs of business and industry in the college's locale and supporting district. "Typical" community colleges offer programs in 25 or 30

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[7]John F. Grede, Essays on Career Education, ed. by Larry McClure and Carolyn Brian (Portland, Oregon: Northwest Regional Educational Lab, April, 1973), p. 119.

areas of specialization, for example, with a good spread in such clusters as engineering and industrial skills and appreciations, business and secretarial vocations, health, personal and social services, and agriculture, among many others.[8]

By contrast with the four-year traditional institutions, vocational career programs in community colleges are moving toward a modular curriculum design in which job skills and related knowledge are broken up into sequences that can be grouped as courses, even mini-lessons, which can be recognized by certificates of completion, one step at a time. The student in such a sequence can pyramid one course or one sequence upon another until he acquires a certificate of program completion, or a two-year associate degree. At each step along the way, the student has a floor under him, so to speak, so that if he cannot advance, or chooses not to go on, he will have a marketable skill of some kind to take into the job market, and will not in any case have to go back to "ground zero."[9] This is a remarkable and positive innovation in curriculum and educational design, and this characteristic, with the "open door" policy, is the basis from which we need to look at the other factors which influence the character of the student

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[8]Ibid.

[9]James W. Thornton, Jr., "Accepted Functions of Community-Junior Colleges," in The Community Junior Colleges, (3d ed.; New York: John Wiley & Sons, Inc., 1972), p. 70-72a.

himself, his reasons for being in the community college, and the nature of the working environment for which he is preparing himself. Among these concerns are occupational mobility, job choice as related to attitudes about work and the role of employment in individual identity, and the factors which influence decisions and interests in these areas. It is these factors which shape expectations and career choices among young learners, the male student in particular.

Needs and Interests

What motivates the individual to choose a career direction, and to seek training to prepare for it? What factors affect changes in career aspirations? To what extent is occupational mobility a factor in student needs, as related to the curriculum of the community college? These and other questions have been examined in some depth by a number of writers, including Holland, Singer, Asche, Kuhlen, and Werts.

Holland, for example, looked at career selection in relation to men in the work force. His study examined the occupational mobility of men in different age brackets, and found that certain personality types are more stable than others in job choices.[10] He found that the structure of the job and labor market demand strongly influenced the stability of job choice and career selection,

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[10] J. L. Holland in Making Vocational Choices: A Theory of Careers, (New Jersey: Prentice-Hall, 1973).

and in particular, that psychological factors were the more powerful determinants of initial career choices: location of working place, money, fringe benefits, physical conditions, anticipated promotional opportunity, and other economic and sociological factors. It would seem, on the basis of Holland's theory, that any program designed to encourage job or career choice changes would be better designed if developed on the basis of psychological rather than sociological appeals.[11] Security, liking for the occupation or vocation, fellowship, and factors relating to the role of the individual appear to be of paramount importance in this context.

Role concepts in particular, are an important determinant. Singer, in researching sex differences/similarities in job preference, found that while college students do have strong differences in fact in their career preferences, these differences, contrary to much conventional thinking, are not stereotypically male or female. To a large extent, among such students, Singer found that the opportunity to learn, to accomplish worthwhile work, and to associate and work with friendly and congenial co-workers were primary determinants in job and career aspirations.[12]

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[11]George Parsons and James Wigtil, Occupational Mobility as Measured by Holland's Theory of Career Selection (New York: Academic Press, Inc., 1974), p. 329.

[12]Jack Singer, "Sex Differences/Similarities in Job Preference Factors," Journal of Vocational Behavior (October, 1974), p. 358.

Asche, however, and others found that self-esteem, particularly among males, was an important factor in job and career choice, and that although "stereotyping" might not be supported entirely, that self-esteem, particularly among males was in fact a major determinant in this context. Asche reports differences in male and female response patterns, some of which must be attributed to concepts of self-esteem.[13] His findings support the inference that the educator who proposes to assist students in determining career training or changes in career or job aspirations must take into consideration the importance of self-esteem as a determinant of choice. Career awareness, exploration, or preparation experiences in vocational education counseling depend upon an appreciation of this factor.

Related to self-esteem, which is both a role-related and psychological factor, are the elements of need gratification and pride, particularly with the male student. Kuhlen, for example, concluded from his research that need gratification among men was a primary factor, while this psychological condition was secondary among women.[14] Similarly, Centers and Bugental concluded that pride

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[13]Marion Asche, "The Interrelationships Between Self-Concepts and Occupational Concepts of Post High School Vocational-Technical Students," Journal of Vocational Behavior (April, 1974), p. 21.

[14]R. G. Kuhlen, "Needs, Perceived Need Satisfaction Opportunities, and Satisfaction with Occupation," Journal of Applied Psychology (1963), p. 58-59.

in work accomplishment was a more powerful factor in career satisfaction among men than among women.[15]

Werts looked at paternal influence as a factor in career choice. When comparing father's occupation with son's career choice, Werts found that certain types of father's occupations were associated with similar types of career choices by sons. His study dramatized the fact that education regarding career choices in the home may in fact be stronger as a determinant than influences from outside the home.[16]

It appears also that fathers are looked upon by some authors as men in transition. A study conducted at Wayne State University reports that the adult male returning to college is typically about 40 years old and a part-time student working for a degree. This study has two implications for the present investigation: the father, exercising considerable influence on both initial and career or job change choices, provides influence from the home which must be recognized as an important factor in the aspirations and career interests of the younger student; secondly, he is himself a potential student, and an appropriate target for curriculum design which

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[15]R. Centers and D. Bugental, "Intrinsic and Extrinsic Job Motivations Among Different Segments of the Working Population," Journal of Applied Psychology (1966), p. 194.

[16]Charles E. Werts, Paternal Influence on Career Choice, (Evanston, Illinois: National Merit Scholarship Corporation, 1967), p. 22.

can lead him to a change in job identity, possibly in the field of office occupations.[17]

There is a need for further study of the adult both as a model for the young, and as a learner, as well as for more extensive examination of adult patterns in career education and retraining. There is a need for more comprehensive models of adult development which include provisions for self-exploration taking place all through life. Reassessment of both academic and administrative procedures and processes by which adult college attendance can be encouraged is highly desirable, and an appropriate place for this is within the vocational curriculum of the community college, particularly as related to office occupations programs.

The Curriculum: Definition and Discussion

The word curriculum is used variously in education and common language to mean a variety of things having to do with courses of study, with descriptive packages leading to some kind of learning, with specific course outlines and descriptions of internal subject-matter or topical content in learning endeavors, and the like. With Weldon and Sharon Zenger for purposes of this writing, curriculum is defined as a guide or instructional outline

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[17]Nancy K. Schlossberg, Men-in-Transition, A Study of Male Undergraduates at Wayne State University (1967), p. 49.

that fosters or facilitates the teaching/learning process. Rather than prescribe material, specific topical subject-matter, and the like, it suggests desirable content.[18] It presents important objectives, concepts, learning experiences and the like, and provides information relating to desirable and appropriate instructional resources and evaluative techniques.

Behavioral objectives are an important part of a developed curriculum. Such objectives, as differentiated from "goals" and the like specify precisely what skills and understandings are to be expected of the learner, and provide insights therefore for the teacher as to instructional strategies needed, and evaluative measurement techniques required to determine whether course objectives have in fact been accomplished. Gagne gives excellent discussion to the construction of useful behavioral objectives which provide students with better perceptions of the learning outcomes expected of them, just as they contribute to the instructional integrity of the teacher's work.[19]

Well-stated objectives are especially necessary in job and skills training programs, since they provide for the potential employer the assurance that specific job-related skills and under-

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[18]Weldon and Sharon Zenger, Writing and Evaluating Curriculum Guides (Belmont, California: Fearon Publishers, 1973), p. I.

[19]Robert Gagne, "Behavioral Objectives? Yes!", Educational Leadership (February, 1972), p. 184.

standings are in fact being taught. In the employer validation of the curriculum developed in connection with this study, an important aspect of the curriculum statement was the specified set of objectives accompanying each unit of study. These specify outcomes, which translate into readiness for employment at the conclusion of education and training.

In the area of internal course content and design, the curriculum for job and office occupations in particular needs to provide for incentives that will keep the student interested, while completing the inevitably repetitious tasks which are inherent in this type of study. The literature includes some discussion of this need, recognized in industry in the same way it has become a prime characteristic of the typical vocational cooperative education package in the community college today.

The Southwestern Bell Telephone Company, for example, provides such a model in its career training plan, which includes a mixture of learning experiences in both "job" and classroom settings. At Bell, the individual, after hire, experiences a variety of assignments designed to assess and develop his or her particular talents. Serving at a number of positions, the employee understudies the position, is counseled and "coached" by the supervisor, and both tests and challenges his or her aptitudes in the tasks and understandings required, particularly in skills functions.

Additional training is then provided as needed in areas relating to technical knowledge, managerial skills, attitudes, and related concepts.[20]

Thus, like the cooperative education package of the community college, the career training program at Bell becomes a testing ground for both suitability and talent for the job. In the Bell program, the employee who chooses to remain with the company after a year is hired full time, and continues in the program, rotating through various positions relating to his career aspiration, or takes courses which will further his expectancies for promotion and advancement with the company. The key to the success of this company training curriculum is the balance between on-the-job training and practice, and formal learning experiences. An assumption of this study has been that such a balance is essential to a job-oriented skills curriculum in office occupations, and the literature suggests that this assumption is supported by the experience of industry.

Another model which illustrates the success of this type of curriculum design is reported by Roy Faidley in an article on retail selling experience. As part of the course requirement at Milton Hershey School, Hershey, Pennsylvania, each enrolled student spends four evenings working as a sales clerk in a department store under

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[20]William Glueck, Personnel: A Diagnostic Approach (Dallas: Business Publishers, Inc., 1974), p. 272.

the supervision of an experienced clerk. Prior to actual assignment on the sales floor, however, the students attend an orientation meeting with the store manager, are given an opportunity to learn how to operate the cash register, and become familiar with appropriate policies and store procedures. At the conclusion of the program, students are given an opportunity to receive additional experience, depending upon observed interests and aptitudes.[21] It is pointed out in the article that an important feature of this program is the provision of opportunity for adjustment in learning and "job" assignments to create the necessary stimulus to maintain high motivation and interest on the part of each participant.

It becomes apparent to this writer that these and other models observed in the literature do support the need for, and the principle of balance in work and learning in any successful curriculum which might be developed for office occupations. With the observed characteristics of the male versus female learner, and related information developed earlier in this chapter, it is a reasonable step further to assume that such a curriculum could be proposed for special application to the male student. A further consideration is needed, however, in response to the question: Is there in fact a demand for workers in office occupations, and in particular, male office workers?

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[21] Roy Faidley, "Business Education for Boys," Business Education World 23-24 (October, 1969).

Vocational Opportunities: The Facts and the Perspectives

Russell Flanders, Chief of the Division of Manpower and Occupational Outlook, U. S. Department of Labor, recently spoke to a national body on the perspectives which bear upon the concern of this thesis. "Economic activity in the present and upcoming will increase," Flanders said. Clerical occupations will continue to demand an increasing number of qualified applicants, and para-professionals (i. e., community college versus four-year graduates) will become increasingly stronger competitors for the jobs available.[22] More than 400,000 openings per year are anticipated in the secretarial field alone, according to Flanders, with a variety of other office occupations and related areas closely following--bookkeepers, typists, cashiers, receptionists and the like.

Here are some of the facts which back up these statements: The baby boom of the late 1940's will continue to affect the labor force for many years ahead. Three-fourths of the projected 1971-1980 increase in the labor force is expected to occur among the 20-34 year-old age groups, and this group will include those completing higher educational programs, generating further demand for permanent career opportunities. On the other hand, the increase in the ratio of young adult workers to older workers in the 34-54 year-old age groups may limit promotional opportunities for the

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[22]Russell B. Flanders, Chief, Division of Manpower and Occupational Outlook, Bureau of Labor Statistics, U. S. Department of Labor, at the annual convention of the American Personnel and Guidance Association, New Orleans, Louisiana, April 9, 1974.

younger, a factor which supports the important role of college-level office occupational training as a competitive advantage for the younger career aspirants as well as those who may wish to change careers.[23]

The position of women in the labor force generally, and particularly in the area of office occupations, will also be influenced by the baby boom of the 1940's. The number of women in the prime childbearing age group (25-34) will increase dramatically through 1980, and concomitantly, the peak period of family responsibilities for women. Thus, although the total number of workers who are women can be expected to continue to increase through 1985, the increase will be at a lower ratio to the entire work force than observed through the 1960's because the women themselves will be assuming other role options, opening more traditionally female occupational opportunities to males who are qualified.[24]

The Department of Labor has classified the market into four categories: white collar, blue collar, farm, and service workers. White collar employees include professionals, technical people, sales, clerical and managerial personnel. As pointed out above, the largest number of opportunities to be anticipated will

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[23]Ibid.

[24]Ibid.

be among the clericals, specifically, secretaries and related office workers. The statistics indicate that less than one-fourth of all openings will require a four-year college degree or more, which means in turn that opportunities for students who have completed occupationally related shorter term programs at the community college level can be expected to be in even stronger competitive positions for employment than others who have not.

Other factors of importance: Between 1960 and 1970, men in significant numbers entered occupations traditionally dominated by women. Male librarians nearly doubled; male elementary teachers increased greatly. Male telephone operators increased by half, four times the rate of growth for women in this occupation. Men working as typists grew in numbers at a rate much higher than women in the same occupations.

The labor department points out that these trends can be expected to continue, and that as sex role concepts and other "traditional" barriers characteristic of the market are further broken down, an increasing number of men can be expected to enter careers previously dominated by women and vice-versa.

There are many male employees today in a variety of high-level positions who began their careers in entry-level positions requiring clerical and secretarial skills. The literature is full of examples which support this observation.

A history professor, for example, in one of the Peralta Community Colleges, recalls his job as a male secretary and ascribes his early interest in teaching to his training in the clerical field.[25]

Another executive, the director of research for a major book publishing company, began his career as an Army clerk in Vietnam. When he returned to the United States and to civilian life, he took the certified professional secretary's examination and passed it, becoming the 13th male to do so, and launching a career which has culminated in his becoming Director of Research and Development for McGraw-Hill Book Company.[26]

According to Ober, being prepared becomes a way of life for the military secretary. At the same time, being male provides an opportunity for the secretary to develop a relationship with the employer which is not restricted by many of the constraints of the female role. Today, he points out, the male secretary has added an increasing dimension to a highly respected profession.

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[25] Lyman Penning, Associate Professor of History, private interview held during his conference hour at the College of Alameda, Alameda, California, April, 1976.

[26] Letter from B. Scot Ober, Director of Research and Development, McGraw-Hill Book Company, New York, 1975.

In another article of interest, William Galeota points out that Judith Crist, the movie critic, finds it hard to hang on to a man. "Not just any man, but a very special one: her male secretary."[27] Her first two quit to make movies, and according to Galeota, Mrs. Crist made her third one vow not to leave unless he could find another to replace him.

For a variety of reasons, many employers agree there are advantages to having a male secretary, among them the capability of the male to take "tougher" treatment than the typical woman. Galeota, in the same article, notes that, when "yelled at," they don't cry, they yell back or look tolerant; they can often take more punishing hours, require fewer special arrangements and facilities when traveling or working under hardship conditions. At least one firm installed a male secretary in an all-male engineering department to avoid "the problem of a bunch of guys hanging around a pretty female."

The same writer notes that obtaining a male secretary is even becoming a mark of status in business and industry. One firm, Allied Chemical Company, has in fact assigned male secretaries to its top executives on this basis. "But these days," he writes, "Allied can't recruit enough men to keep its brass in secretaries."

Something is being done about this. The National Secretaries Association (International), for example, recognizing the

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[27]William R. Galeota, "A Good Man is Hard to Find, but Bosses Seek Male Secretaries," Wall Street Journal (March 3, 1971).

increasing need for secretaries regardless of sex, recently amended its by-laws to admit men into membership.[28] In its position as the world's leading secretarial association, NSA is optimistic as to its future progress and the place of males among the profession it represents.

An interesting sidelight on the position taken by NSA is the story of C. J. (Bucky) Helmer, who became the "the first man Friday, on Friday the first" when he was initiated into NSA on September 1, 1967. Helmer had submitted his application to NSA three years previously, but was informed that membership was permitted only to females. He founded, with some NSA assistance, the Male Secretaries of America, now an organization of several hundred men. But his interest didn't wane, and when NSA changed its by-laws, he was the first to take the historic step into the world of the traditional women's occupational organization.

Background of Helmer's interest in the secretarial field is also pertinent to this study. He notes in an editorial[29] that he first learned of opportunities in the secretarial field from an eighth grade counselor. He changed his career aspirations from engineering, graduated at the top of his class, started as an office clerk with a business machines firm, and then was successively a stenographer and secretary.

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[28]National Secretaries Association (International) at its International Convention in Toronto on July, 1967, commemorating the Association's Twenty-Fifth Anniversary Year.

[29]Editorial, "The Woman's World of NSA Opened Its Doors to Men," The Secretary (November, 1967), p. 6.

Helmer's story is supported by several others which are found in the literature. Suffice it to say, with these examples, that the need for, and the willingness of business and industry to hire men in the secretarial field has been amply demonstrated. One final summary of experiences reported by members of the Certified Professional Secretaries lends some insights into how men have been attracted to the field, what their personal characteristics are, and to what degree they have been successful in the profession.

The male secretary characteristically has a high level of education and training, and in a large number of instances has received his impetus for entering the secretarial field as a result of training and experience in the armed forces,* where a need for office occupations has been filled from a population of largely male trainees.

The staff of The Secretary, a magazine published by the NSA, interviewed a number of male members of the association. Nearly all had some business related clerical courses in high school. Several had earned college degrees. Most had advanced from clerical to managerial positions, and in several cases, related professions in which office occupational skills were the key to current employment success.

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*In a personal conversation at a McGraw-Hill sponsored Shorthand Workshop in 1976, B. Scot Ober cited several instances of male secretaries having received their training in the armed forces.

One of these is a career Midwestern CPS who graduated from a business college in the early 1940's, worked as a secretary for the FBI and took part in an undercover operation in South America in World War II.[30] Enlisting in the Navy, he became personal yeoman for Admiral Hyman G. Rickover. Following that war, he became secretary to the president of a manufacturing firm in Chicago. A "first love," however, teaching, haunted his career ambitions.

He got into the teaching field, and was teaching when he took the CPS exam, and continues now in an instructional position in a 3,100-student high school. Because of his rating as a CPS, his students regard his skills and understandings very highly, and his professional status in the teaching field is enhanced.[31]

It would appear, then, that those who train for, and begin careers in office occupations have a distinct advantage over many others who do not begin their employment life with such skills. Obviously, all of those who begin as clerks and secretaries don't remain in the profession. There is a market, however, for the entry-level clerical worker, wherever he may go in his career once it is begun.

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[30] Ibid.

[31] Ibid.

This review of the literature, although limited to a few sources due to the paucity of professional writing on the subject, and especially in the area of males in office occupations, does at least make it clear that there is a need for more training opportunity in the field, and a need for a curriculum which can attract males to this profession. Two surveys done in connection with this study will be reported in chapters to follow and will look at the questions: Can a need for such a curriculum be established at the College of Alameda? Can a suitable curriculum for use at this college, and in the California System of Community Colleges be developed? This writer believes that the answers to both of these questions will be in the affirmative.

CHAPTER III

FINDINGS OF THE STUDY: REPORT OF A STUDENT NEEDS ASSESSMENT SURVEY AND A PROPOSED CURRICULUM FOR MALES IN OFFICE OCCUPATIONS, WITH EMPLOYER EVALUATION

Introduction

A review of the literature reported in Chapter II has indicated that there is both a market for qualified male applicants in office occupations and a need for a curriculum by which to attract and train males for such occupations. There remains to be done a study to determine that a sufficient degree of interest and need does in fact exist among college students to make such a curriculum feasible at the local level and evidence to support the usefulness of such a curriculum.

The present chapter will report, in Part A, the findings of a student interest and needs assessment survey conducted at the College of Alameda. In Part B, it will present a proposed curriculum in office occupations for males. In Part C, it will present the results of a survey of employers which sought to validate the anticipated usefulness of the proposed curriculum in providing qualified male applicants for office employment. A chapter to follow will discuss conclusions, implications, and recommendations of these findings.

PART A. RESULTS OF THE STUDENT NEEDS AND INTERESTS ASSESSMENT SURVEY

Background

The survey conducted among male students sought to answer the following questions:

1. Are male students interested in training for office occupations?
2. Would they be interested in training for one year for such a position?
3. If an office occupations training course for male students were initiated would they be interested in enrolling?

It was felt that an affirmative answer to these questions would further support the findings of the review of the literature and confirm the need for an office occupations curriculum for male students.

Discussion: Methods and Procedures

To answer these questions, the researcher directly administered, to a sample of the male population of the College of Alameda, a needs and interest assessment survey which asked the following: Are you currently employed in a full-time or part-time position? Are you employed? Are you interested in work in an office? If not, why not? Would you be interested or willing to spend one year in training for an office position? If not, why not?

The selection of respondents to the survey was made on the basis of enrollment in language arts and business courses. It was assumed, for purposes of this study, that students in the business major would tend to have interest in office occupations, while students not selecting a business major would not have any already predisposed career interest in office work. Thus, if a majority of business majors were to indicate an interest in office occupations the first condition would be supported; if a majority of the non-business majors indicated an interest in office work, this response would further support the inference that office occupations is a needed curriculum and that there is sufficient need in the general student population to support the development of such a curriculum. Approximately half of the respondents surveyed were business majors and the other (approximate) half were liberal arts majors.

Questionnaires were hand delivered to 150 male students during regularly scheduled class hours at the college. The researcher waited for responses to be entered and collected them. Of the 150 questionnaires distributed, 143 responses were received.

Responses were tallied, coded, and prepared for statistical summary and analysis. Numerical counts were made on each response and then responses were analyzed as related to the main questions addressed by the study. The researcher was particularly interested in determining what, if any, influence on interest in office occupations was exercised by the factors of age, major, employment, and enrollment status. This information is available on all

students, is not generally privileged, and could provide useful insights for teachers and counselors in searching out potential enrollees in an office occupations curriculum--assuming one or more of these factors are demonstrated to be a proven indicator of interest in, and need for such a program.

Findings of the Interest Survey

On the basis of the responses obtained, it may be observed that there is interest in an office occupations curriculum for male students with more than 75 percent, or 109 of 143 total, indicating such an interest.

For purposes of this analysis, the writer arbitrarily grouped the responses by age groups as follows: 17-24, 25-39, and 40 plus. It was the judgment of the writer, based upon experience and observations over several years of college teaching, that the groupings designated effectively represented the high school graduate to post military and early employment group; the second, that category of the still-young who have been employed at jobs not necessarily corresponding to career interests, but open and available; and the third, that segment of the working community which is designed primarily for career advancement and personal growth.

It may be observed that the 60 respondents in the 17-24 age group who answered yes to the questions represent 55 percent, or over half of the total affirmative responses. Progressively smaller percentages of the total responses are represented in the middle and "older" groups. (See Table 1, next page.)

Table 1

Interest by Age Groups*

Age Groups	Frequency	Percentage
17-24	60	55.0
25-39	37	34.0
40+	12	11.0
Total	109	100.0

* i.e., yes responses to the question: Are you interested in training for an office occupation? It is to be noted also, that in every instance in which this question was answered in the affirmative, similar "yes" responses were entered for the two related questions: Are you willing to spend a year training for such a job? and Would you enroll if such a curriculum were offered? See Appendix A, Questions 2 and 3.

Respondents who answered in the negative to the question of interest in office occupations (34) represented approximately 24 percent of the total respondents (143). Of these, 15, or over 44 percent, were in the 17-24 year old age group. The same pattern is seen in the middle to "older" groups, with, however, 8 respondents or about 23 percent of the "no's" volunteering no indication of age. These responses are entered separately in Table 2, next page.

Table 2

No Interest by Age Group*

Age Group	Frequency	Percentage
17-24	15	44.1
25-39	6	17.7
40+	5	14.7
Age not indicated*	8	23.5
Total	34	100.0

*Based upon personal knowledge, the writer could verify without recourse to privileged admissions and registrations information that most of the responses in this category were provided by subjects in the 17-24 age group. The writer did not adjust group frequencies to take this into account, however, since the primary reason for entering this question was to derive a general indicator of interest as related to age group in the categories designated, and statistical refinement was not necessitated because of the overwhelmingly favorable distribution of responses overall.

Employment status, considered generally by the profession to be a prime determinant in choices regarding training and career interests, was looked at as a factor within the interest patterns, by age group, derived by the initial analysis. Among the young (17-24) over half, or about 57 percent were unemployed, these respondents representing over 30 percent of the total "yes" responses, while 43 percent of the respondents, representing about a fourth of the total "yes" respondents, were employed full or part-time.

The balance between unemployed and employed respondents in the middle and older groups show a slightly different pattern: Among the 57 respondents in the middle age group, for example, 21,

or over half of the group, was unemployed, representing just under a fifth, or 20 percent of the total "yes" responses, while among the "over 40's" 10 of 12 respondents, or over 83 percent of the group, was unemployed, representing just under 10 percent of the total "yes" response profile. Certainly, the fact that a student is unemployed while at the same time enrolled for a course of study, and the age of the student, do appear to combine as indicators of potential interest in office occupations (See Table 3).

Table 3

Interest by Employment Status

Age Group		Frequency	Percentage
17-24	Full-time	11	10.0
	Part-time	15	14.0
	Unemployed	34	31.0
25-39	Full-time	9	8.3
	Part-time	7	6.4
	Unemployed	21	19.3
40+	Full-time	1	.9
	Part-time	1	.9
	Unemployed	10	9.2
	Total	109	100.0

A lack of interest in office occupational skills training or employment also showed several interesting relationships as seen in terms of age and employment status. Of the 15 respondents in the

17-24 year old age group who answered in the negative to this question, 13, or over 86 percent, were already employed and only two, or 13 percent were seeking a job. Overall, the "young" age group represented a total of slightly over 44 percent of the total "no" respondents, a figure which might have been even larger if the responses which could not be classified by age were included (See footnote under Table 2), while the percentage of respondents unemployed were distributed two-to-one in the "middle" and at a 3 to 2 ratio in the "over 40" group. (See Table.)

Table 4

No Interest by Employment

Age Group		Frequency	Percentage
17-24	Full-time	3	8.8
	Part-time	10	29.4
	Unemployed	2	5.9
25-39	Full-time	1	2.9
	Part-time	1	2.9
	Unemployed	4	11.8
40+	Full-time	2	5.9
	Part-time	0	0.0
	Unemployed	3	8.8
Age not indicated		8	23.5
	Total	34	100.0

It would seem that business majors would include among their number, the largest percentage of students potentially interested in office occupational career training. The analysis of "yes" responses as related to major permits some interesting and useful observations. A total of 53 respondents among the 109, for example, were business majors, this figure, however, representing less than half the total responses, or 48.6 percent. Others and undeclared majors (from all groups) including a total of 50 respondents, account for approximately 46 percent of the total affirmative answers, while the remaining 6 are not assigned because major was not indicated. In all categories, the largest percentage of affirmatives by age regardless of major, are in the 17-24 age group (See Table 5).

Table 5

Interest by Major

Age Group		Frequency	Percentage
17-24	Business	25	22.9
25-39	Business	20	18.4
40+	Business	8	7.3
17-24	Others*	26	23.9
25-39	Others*	16	14.7
40+	Others*	3	2.8
17-24	Undeclared	5	4.5
25-39	Undeclared	0	0.0
40+	Undeclared	0	0.0

(continued next page)

Table 5 - Continued

Age Group		Frequency	Percentage
17-24	No response**	4	3.7
25-39	No response**	1	.9
40+	No response**	1	.9
	Total	109	100.0

*Includes majors in science and math, language arts, fine and applied arts, and social science.

**Major not indicated.

Negative interest, by major, to the question asked, suggests that being a business major may not necessarily mitigate in favor of an office occupations training program. Of the total respondents indicating "no" almost 30 percent were business majors, only about 5 percent fewer than those in "other" majors. Approximately 12 percent were undeclared, and 8 of 34, or almost 24 percent, did not indicate a major. Non-interest by age was shown to be comparable in percentage distribution to numerical count, although the distribution is not wide enough to indicate any "trend" or tendency in this category (See Table 6, next page).

Table 6

No Interest by Major

Age Group		Frequency	Percentage
17-24	Business	5	14.7
25-39	Business	2	5.9
40+	Business	3	8.8
17-24	Others	8	23.5
25-39	Others	2	5.9
40+	Others	2	5.9
17-24	Undeclared	2	5.9
25-39	Undeclared	2	5.9
40+	Undeclared	0	0.0
	Major not indicated	8	23.5
	Total	34	100.0

Note: Among responses to the question of reason for negative interest in an office occupational career, 17 of 34 respondents, or about 50 percent, specified "no interest." Another 25 percent or more of the total had "no time," "other interests," or were already employed.

Finally, since the community college is a two-year institution, the writer looked at enrollment status, by age group, to determine the influence of this factor on interest in office occupations training. Of the total "yes" responses, 40 respondents or over 36 percent of the total, were first year students, most of them in the 17-24 age group, representing over a quarter of all responses in this category. Another 57 percent were second year

enrollees, the majority of these in the "young" group, also, although a larger percentage of the second year students, representing over 20 percent of total "yes" responses, were observed to be in the 25-39 age group. One "over forty" respondent was a college graduate, and a total of 6 did not respond to the question (See Table 7).

Table 7

Interest by Enrollment Status

Age Group		Frequency	Percentage
17-24	First year	29	26.6
25-39	First year	6	5.5
40+	First year	5	4.6
17-24	Second year	36	33.1
25-39	Second year	24	22.0
40+	Second	2	1.8
40+	College graduate	1	.9
17-24	No response*	3	2.8
25-39	No response*	2	1.8
40+	No response*	1	.9
	Total	109	100.0

*i.e., respondent did not indicate year of enrollment.

Among those indicating no interest in office occupations, 12 or 35 percent were first year, and 14, or 41 percent were second year students. The younger age group represented most respondents

in both categories and 8 could not be assigned in either category (See Table 8 below).

Table 8

No Interest by Enrollment Status

Age Group		Frequency	Percentage
17-24	First year	8	23.5
25-39	First year	2	5.9
40+	First year	2	5.9
17-24	Second year	7	20.6
25-39	Second year	4	11.8
40+	Second year	3	8.8
Year not indicated		8	23.5
	Total	34	100.0

Conclusions Derived from the Interest Survey

It is apparent from the above that there is sufficient interest among male community college students in the sample studied to assert that a need exists for an office occupation curriculum. Three-fourths of the respondents, or 109 of the total of 143, indicated an interest in office occupations and in enrolling in a program to train for office work. Among these it is apparent that the majority of those interested are in the 17-24 year old age group; further, that interest continues among older students although at a declining rate, and that interest in office occupations is not

exclusive to business majors. Employment status does appear to be a significant indicator as related to interest in training for office employment, and although willingness to enroll in such a curriculum, if available, is shown to be highest among the young, it does not appear to be a function of enrollment or academic level. The writer concludes that the study to this point supports the first question addressed, and that the design and development of an office occupations curriculum for the males is justified. The development of such a curriculum and employer validation of its design and content will be discussed in the next part of this chapter.

PART B: THE CURRICULUM

PROPOSED: THE WHY NOT CURRICULUM IN BUSINESS EDUCATION

An Office Occupations Curriculum for Male Community College Students

Preface

This guide will direct the training of students aspiring to qualify for positions commonly referred to as clerical and lead to positions as administrative assistants. The main purpose of this guide is to put into writing a course of study that will encompass content and activities leading to entry level employment for male community college students.

Concept

One's gender should not make a difference in choice of interests, activities, or occupational role.

Goal

Students will develop a positive attitude toward work, and freedom from traditional roles and stereotypes.

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INTRODUCTION

This guide will be used by the instructor in a controlled class to bridge the gap from a state of unemployability based on a lack of training and work experience to a state of employability as an administrative assistant. Fundamental office procedures will be presented in detail with emphasis on skills necessary to perform according to this job title.

Since this program has been designed as a co-op course of study, job placement for the student will provide a continuing relationship between classroom instruction and job performance.

The use of this guide should not be limited or restricted to the specific activities suggested, of course, because the needs of individual students in the program may differ. The guide does, however, comprehensively outline the basic learning experiences which are needed in the program and is designed to provide a careful and systematic growth in office occupations skills over a one-year period. Because of the many areas to be covered, a one-year course is desirable. This does not preclude a student's becoming employed at any time during the year at which he may be ready for entry into a job, however. As he progresses, in fact, his readiness for full-time employment should be considered and implemented as soon as the student is qualified for employment.

PHILOSOPHY

Basic education and knowledge are the only foundations necessary for entry level employment. Once basic education requirements are fulfilled, an employee is ready to be trained to move upward on the success ladder. There are no barriers to a successful career--whatever the desired vocation or career happens to be, given the ability, opportunity and motivation to complete the basic program of training and education.

Basic education, further, is often the result of a process of trial and error. A certain amount of time is necessary for such trial and error, just as an equal amount of time is necessary for the refinement of learning by trial and error. The way in which basic education is learned and practiced usually prepares an employee to be productive or non-productive on the job. The curriculum proposed here is designed to utilize both trial and error, as an aspect of applied work, and guided practice in a work environment, and to prepare an employee to be productive. In today's multi-faceted employment market, this is an objective worthy of the dedication, interest and industry of both teacher and learner.

OBJECTIVES

General Objectives

1. To expose students to the world of work and training through part-time employment while enrolled in a controlled class.

2. To place students in full-time entry level positions available in the current job market at the end of the training period. Presently, job titles in the field of office occupations suggested by the Dictionary of Occupational Titles include the following.

SECRETARIAL/STENOGRAPHIC

*1. Executive Secretary/Administrative Assistant
2. Legal Secretary
3. Medical Secretary
4. Technical Secretary
*5. General Secretary
6. Stenographer

CLERICAL-MACHINE OPERATOR

*1. General Office Clerk
*2. Cashier
*3. Teller
*4. Transcribing Machine Operator
*5. Receptionist
*6. Clerk-typist
*7. Typist
*8. File Clerk

BOOKKEEPING-ACCOUNTING

1. Accounting Clerk
*2. Bookkeeper
3. Accounts Receivable/Payable Bookkeeping
*4. Payroll Clerk
5. Accounts Receivable/Payable Clerk

SUPERVISORY-MANAGEMENT

*1. Personnel Manager
*2. Office Manager
*3. Employment Interviewer

---

*Positions for which students will be trained.

Behavioral Objectives

1. Students will work part-time (mornings) in a clerical position with a firm in the San Francisco Bay Area.

2. Students will demonstrate punctuality and dependability, both to the employer and the controlled class.

3. Students will complete pretests, which are employment tests used for hiring throughout the San Francisco Bay Area.

4. Students will accept assignments on materials based on pretest results and be retested at intervals for increased knowledge. They will attain satisfactory scores (the same as required by employers for hiring standards).

5. Students will:

   a) type with understanding and accuracy at least 45-50 wam with fewer than five errors on five-minute timed writings.

   b) file correspondence with accuracy.

   c) speak and write effectively (until the central idea is understood). Rules of grammar will serve as an on-going process.

   d) perform satisfactorily on the ten-key and printing calculators using mathematical procedures. Business mathematics will be an on-going process.

   e) answer the telephone and take messages clearly, with spelling and handwriting the deciding factors as to its readability and clarity.

f) write and type mailable correspondence for any instructor or student who is desirous of the service. Satisfactory performance is based on clarity and accuracy with spelling and punctuation as the deciding factors relative to mailability (final form).

g) transcribe materials with 100% accuracy for mailability using the dictaphone.

h) handle personal and group problems objectively. The practice of good human relations is an on-going process with each student.

i) serve competently as substitutes for a day or more in offices on the campus as need for such services arises.

j) interview for jobs whenever possible, if not already employed.

k) accept full-time employment when and if their experiences on the part-time job have been successful and their knowledge sufficient for continuing performance in a full-time position.

The behavioral objectives specified for this program encompass the learning experiences needed to prepare the student to meet the requirements of the job description which follows. This description is given by the Dictionary of Occupational Titles for the Executive Secretary and Administrative Assistant. The ultimate goal of this guide is to provide the necessary training for students to become qualified for the position described.

ADMINISTRATIVE ASSISTANT

D.O.T. 201.368 14.0702 U.S.O.E.

Job Description

An administrative assistant serves a top executive, division head, or department head. The assistant performs all or many of the following secretarial duties: Takes dictation, using manual or machine shorthand, of a variety of correspondence, inter-office memoranda, reports, and minutes of meetings. Transcribes dictation from notes or transcribing machine into final form. Types copy from corrected drafts or handwritten notes. Composes correspondence for employer and transmits it under own signature or that of the employer. Maintains schedule of employer appointments. Greets, screens, interviews, and directs office visitors. Answers telephone and places outgoing and conference calls. Sets up filing methods and records management controls. Develops forms, compiles procedures manuals, makes process charts, and simplifies work methods. Writes public relations releases, writes speeches, and compiles reports. Interviews job seekers. Performs clerical duties as assigned. Attends to personal sundries as requested by employer. Acts as employer's representative in his absence.

Usual Method of Entry

Graduation from high school or equivalent and demonstrated ability in office skills are manadatory. Some employers insist upon a college degree while others will accept additional

post-secondary work. So additional training and/or graduation from a four-year college or two-year post-secondary school is highly desirable. Secretarial experience may be required for an entry position, and on-the-job training is necessary for maximum efficiency. Many secretaries advance into this position by combining further education beyond the high school with their work experience.

Important Aptitudes and Traits

Personal attributes such as a pleasing personality, mature behavior, poise, tact, and flexibility are critical. Mastery of secretarial-clerical skills, accurate and orderly work performance, and a high degree of fluency in correct English rank high in importance for success. Of equal importance, though, is an understanding of business, office administration, and personnel practices.

Institutional Level

Exploratory and introductory experiences are offered at the junior high level. The curriculum may be partially completed at the secondary school. The curriculum may be completed or taken in its entirety at an area vocational-technical school, a community college, or four-year college.

In addition, task categories have also been defined by D.O.T. These task categories are given below with a listing of the types of performance in each category most desired and expected by the average business for entry level employment. Performance levels vary from one firm to another depending upon many factors. These tasks represent those required for employment as an Executive Secretary and Administrative Assistant.

TASK CATEGORIES

Typewriting

Occupational Typing and Advanced Typing

1. Extension of typing skill on average copy and numbers
2. Applied office typing
3. Statistical typing
4. Arranging tabular data
5. Correspondence with tabulated reports
6. Display typing

Office Machines

Adding, Listing machines

1. Knowledge of machine parts and operation
2. Ability to do addition, subtraction, multiplication, and division

Printing Calculator

1. Knowledge of machine parts and operation
2. Ability to do addition, subtraction, multiplication, and division

Dictating and Transcribing

Machine or from Shorthand

1. Transcribe letters (4 medium length in one hour) with 95% accuracy
2. Other dictated material

Mailing

Advanced Mailing Tasks

1. Understanding and working with various classes of mail and determining rates
2. Special postal services
3. Other services with outgoing mail (mailing lists, addressing machines, and addressing services)

Filing

Alphabetic Correspondence Filing

1. Requisition and charge procedures
2. Alphabetic filing systems

Telephoning and Communicating

Miscellaneous tasks

1. Verifying monthly statement
2. Follow-up on calls placed, but not completed
3. Telegraphic communications
4. Composing letters, reports and memoranda

Clerical

Specific Clerical Duties

1. Compile information
2. Time cards and daily attendance
3. Requisitioning
4. Inventorying, getting quotations, and ordering
5. Promotional materials

Securing Data

Reference books of Facts and English

1. Newspapers
2. Magazines
3. Maps
4. Atlases
5. Synonym books
6. Library sources

Mathematics

Business Applications Skills

1. Percentages
2. Aliquot parts
3. Computing sales tax
4. Computing trade and cash discounts
5. Computing interest
6. Markup and loss
7. Property and Income tax
8. Reciprocals
9. Insurance
10. Dividends

Recordkeeping

General Clerical Practices

1. File personal and business records
2. Receive orders and verify bills
3. Send out invoices and credit memos
4. Maintain petty cash fund
5. Maintain payroll and employee records

Editorial

General Editorial Skills

1. Knowledge of procedures for having materials bound, printed, or duplicated
2. Use of reference material and sources
3. Publicity
4. Skills for summarizing various reports and material

Meeting and Working with People

Creating a Favorable Impression

1. Personal appearance
2. Personal cleanliness and good grooming
3. Personality and character traits
4. Correct speech

Developing Effective Work Habits and Procedures

1. Organizing your work area
2. Planning a daily routine
3. Increasing your efficiency
4. Increasing your employer's efficiency

Getting Along with Others

1. Relations with superiors
2. Relations with fellow employees
3. Relations with customers and visitors

Miscellaneous

Personal Employer Services

1. Write letters of condolence and congratulation
2. Shop for employer
3. Write suitable card to accompany gifts/flowers
4. Keep employer informed about various happenings
5. Write and acknowledge invitations
6. Keep inventory, personal stationery, cards, etc.
7. Collect and file speeches and material for other speeches
8. Maintain file of personal accomplishments and activities

CONTENT, MATERIALS, AND PROCEDURES

In order to train students for the many and varied clerical positions available in the San Francisco Bay Area, many areas of course content must be considered.

The following areas of content are those most needed by students training to hold positions mentioned in the general objectives section of the curriculum guide. The areas of content are:

A. Employment Orientation
B. Human Relations
C. Telephone Techniques
D. Typewriting and Duplicating
E. Transcription
F. Filing and Records Control and Mailing
G. Business English and Communications
H. Business Mathematics and Office Machines

A. Employment Orientation

1) One week - two weeks introduction

2) Speakers from industry to visit classroom (Advisory Committee)

3) Video-tape sessions with interviews given by advisory committee members

Objectives

a) To have students listen and participate in mock interviews and discussions regarding the employment outlook

b) To have students visit at least one or two firms to further their understanding of industry's needs

Procedures

a) Speakers are to be contacted prior to fall quarter

b) Honorarium cleared, if necessary

c) Equipment available for speakers, if necessary

d) Video-tape equipment available--tapes to be housed in Career Center for future reference for students who need information regarding interviews

Text: Personal Psychology for Life and Work by Baltus, McGraw-Hill

Reference Materials: Advisory Committee and Supervisors

B. Human Relations

1) First week - one day - continuing discussions held each Friday

2) Library assignments on different topics given by students for discussion on Fridays

3) Special assignments as required by individual student

Objectives

a) To give students an opportunity to discuss and practice many of the expected behaviors expressed by industry

b) To help develop a progressive and healthy attitude toward these behaviors while students are in familiar surroundings

Procedures

a) Discussions led by a student on Fridays

b) Solicit experiences for discussions which relate to part-time job

c) Ask each student to evaluate each of his classmates every six weeks - not a formal evaluation, but a one-line critique (students write a like and a dislike). No names are signed to critique.

Text: (same as for Employment Orientation)

Reference Materials: Business Behavior by Russon

C. Telephone Techniques

1) Each day. One student will monitor the telephone for a week.

2) Information discussed and read

3) A demonstration by Pacific Telephone representative

Objectives

a) To instruct students in the effective use of the telephone. A speaker from PT&T will be asked to demonstrate the use of the telephone for the class.

b) To review message forms for clarity, spelling and handwriting

c) To review the handwriting of the letters of the alphabet and the numbers

d) To encourage the student to think seriously about any message that bears his signature

Procedures

a) Secure speaker(s); booklets for discussion

b) Develop handwriting exercises

c) Make available message forms

d) Provide sample message forms and discuss them for clarity, spelling, and handwriting

Text: None

Reference Materials: Pacific Telephone Materials

D. Typewriting and Duplicating

1) Daily typing exercises

a) Drills and timed writings---20 to 30 minutes during the first 20 weeks (1st and 2d quarter); 15-25 minutes thereafter

b) Review production methods on all kinds of correspondence

c) Teach stencil and ditto master duplicating methods

Objectives

Using the IBM standard typewriter, students will

a) type daily in an effort to attain a 50-60 wam goal with fewer than five errors on five-minute timed writings

b) produce mailable copy on all correspondence

c) produce readable and legible copy using the stencil and ditto duplicating methods

Procedures

FIRST WEEK

a) Techniques on how to use the typewriter

(1) parts
(2) drills assigned
(3) timed writings given and scored

SECOND WEEK - daily

(1) warmup from drills---5 to 10 minutes
(2) timed writings (2) five minutes each

THIRD WEEK - TWENTIETH WEEK

(1) typing of correspondence including letters, memoranda, tables, reports, news releases, forms, etc.

TWENTY-FIRST WEEK - THIRTIETH WEEK

(1) duplication procedures given including the stencil and the ditto

THIRTY-FIRST - THIRTY-SIXTH WEEK

(1) typing and duplicating of materials for the staff--first come, first served basis

Text: 101 Timed Writings, Southwestern Publishing, Palo Alto

Applied Office Typing by Frisch, McGraw-Hill, Novato

Reference Materials: Typing 75, Basic, Advanced, and Expert by Lloyd, McGraw-Hill, Novato

Typist and Office Workers Reference Book Southwestern Publishing, Palo Alto

E. Transcription

Daily - beginning the twentieth week (30-60 minutes)

Objectives

a) Students will use the transcribing units, IBM Executary and Dictaphone, to improve basic skills of transcription.

b) Students will use the basic typewriting skill to improve accuracy and speed on the transcribing unit.

c) After using tapes on spelling and punctuation, students will be capable of completing mailable copy from the transcription unit within a reasonable amount of time.

Procedures

a) Handbooks on each unit will be distributed to students.

b) Units will be given, one to each student, for two days--30 minutes each day--to become familiar with machine.

c) The third day, students will be assigned jobs to be completed with a specified amount of time. All errors must be corrected.

Text: None. A student manual for each unit is available.
Dictaphone - Secretarial Course
IBM Executary - Transcription Lessons

Manuals may be secured from publisher/producer

Reference Materials: Teacher's Manual for Dictaphone

Teacher's Manual for IBM Executary

20,000 Words - A Spelling Tool

Dictionary and Thesaurus

Advisory Committee

F. Filing and Records Control and Mailing

1) First through Sixth Week. This is the shorter unit of the content and will be covered daily until it is finished.

2) Information read, discussed and exercises performed--exercises in alphabetic, subject, and numeric filing.

Objectives

a) Students will file and retrieve information with accuracy and speed using practice set.

b) Students will complete all practice correctly.

c) Students will become accustomed to finding materials when presented.

Procedures

a) Review abc's and numbers

b) Practice indexing names

c) Explain standards for acceptance of exercises

d) After the sixth or seventh week, students will be assigned to set up filing systems on the campus upon request.

Text: Quick Filing Practice by Kahn, McGraw-Hill, Novato

Reference Materials: Progressive Filing and Record Management by Kahn, Yerian, et al.

G. Business English and Communications

Daily--20 to 30 minutes. Grammar rules, spelling, punctuation and composition of correspondence, oral speaking.

Objectives

a) Students will learn to use short and accurate sentences to convey clear messages, using grammar rules.

b) Students will become word conscious and check and recheck for correct spelling through the use of tapes on spelling.

c) Students will see and hear examples of correctly punctuated sentences and study rules for such through the use of tapes and practice materials.

d) Students will compose acceptable letters and summarize reports.

e) Students will give three-minute speeches and be recorded while doing so.

f) After the twelfth week, students will offer to write and type letters for students and staff upon request.

Procedures

a) Assignments given directly from the text--discussed in class and corrected in class.

b) Spelling at the typewriter--a list of 400 words in appendix of text to be used--ten words assigned at least three times per week.

c) Assign library assignments--summarize reports on recent articles from business periodicals.

Text: Business English by Reed (Adult Series), McGraw-Hill, Novato

Reference Materials and Media: College English and Communications by Lanham, Zimmer and Stewart, McGraw-Hill, Novato

Tape Cassette Recorder with two blank tapes (30 minutes each side)

Tapes on Spelling and Punctuation by Merle Wood, Western Tape

Overhead Projector

20,000 Words, McGraw-Hill, Novato

Roget's Thesaurus

H. Business Mathematics and Office Machines

Daily - first through sixth week. Review of mathematics (10 to 15 minutes)

Seventh - Twelfth Week. Business/Office machines (10 to 15 minutes daily)

Text to be used with review of business mathematics - assignments given from text--discussed and corrected in class.

Text to be used with office machines after the review of mathematics has been satisfactorily completed.

Objectives

a) Students will review and demonstrate competence in basic methods of calculating business problems.

b) Students will demonstrate the ability to use the ten-key adding and calculating machines to solve basic problems.

Procedures

a) Assignments made based on time and importance of calculations.

b) Most assignments for machines will be completed in the classroom.

Text: Business Math 30 by Rosenberg, McGraw-Hill, Novato

Solving Business Problems on the Electronic Calculator by Meehan, McGraw-Hill, Novato

Reference Materials: Adding and Calculating Machines by Agnew Southwestern Publishing, Palo Alto

COURSE CONTENT	1 - 6 weeks	7 - 12 weeks	13 - 24 weeks	25 - 36 weeks
A. Employment Orientation	2 weeks - Daily (30 minutes each)	Periodic	→	→
Field Trips				
Human Relations	1 week - discussion	Periodic	→	→
Telephone	2 hour workshop and daily	→	→	→
B. Typewriting	DAILY - drills (20-30 mins.)	Correspondence	→	→
Duplicating			→	→
C. Transcription IBM and Dictaphone		(Field Trip)	DAILY (30-60 mins.)	→
D. Filing and Records Control	DAILY - 15-30 mins. until completed	→		
E. Business English and Communications	DAILY (20-30 mins.)	→	→	→
			DAILY - composing correspondence	→
F. Business Math	DAILY (10-15 mins.)			
Office Machines		DAILY (10-15 mins.)		

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Oakland International Airport
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SUGGESTED LETTER TO STUDENTS

DATE:

TO: Students, Administrative Assistants

FROM: (Name of instructor)

RE: Y O U and Y O U R S U C C E S S

1. You will earn six quarter units of credit for each quarter you are enrolled (maximum three (3) quarters).

2. Attendance is required and considered in your grade for the quarter. This is a vocational course, and you are being prepared to take a position in an office. When you work in offices, your continuous employment depends upon your attendance. You will be considered for promotion or for a salary increase if you are at work every day and on time, unless there is some extenuating circumstance.

3. The following items are averaged into your grade for the quarter:

   a) Attendance in class and on the part-time job

   b) Class work

   c) Quizzes

   d) Cooperation and contribution in class

4. Develop habits that will help YOU in the office:

   a) ATTENDANCE, please - office attire--no hats, caps, etc.

   b) Enter the room quietly and go directly to your desk to work.

   c) Place your books, etc., on the left side of your desk and out of the way of your work area.

   d) PLAN your work - work your PLAN.

   e) Lay out materials that you will need: paper, carbon, pencils, eraser, pen, etc.

f) STRIVE to follow directions - this is very important.

g) Work independently and diligently and feel good about it.

h) You are expected to be busy at the start of class. No one is excused until the instructor gives the signal. Stay in your seats!!! Bring all supplies to class each day unless otherwise instructed.

i) Do not play with machines - they are very expensive and repairs are costly. Report all needed repairs to the instructor at once.

j) Do not primp or comb your hair during class time - this is not a bedroom.

k) This is not a lunchroom either. Eating of any kind in class is not allowed (this includes gum popping).

l) No excessive talking - your neighbor wants to work - in peace.

m) Proofreading is very important. CHECK your work carefully before you remove it from the machine or before you turn it in.

n) Work is to be done in class individually and neatly.

o) Ask questions, if necessary. No need to ask a question, then don't.

p) Keep your materials neatly in a folder.

q) When you receive graded material, be sure you save it. Once in awhile work is returned without the grade being recorded. When this happens, the only proof you have that you did the work is the graded paper. NO PROOF - NO GRADE.

r) Be a good housekeeper. All materials must be returned to their proper places. See that litter is in the waste-basket - not on the desk.

s) Your desk and table must be left in order.

CONCEPTS TO BE STRESSED

The Road to Understanding

Genuine understanding of others is a worthwhile goal in every field of endeavor. The person who is skilled in human relations can "write his own ticket" in the business world.

Where do we begin in this business of understanding people? Many of us are intolerant and critical; we seldom see perfection in the other fellow. But if we are to understand people, we must see them objectively--as they are, not as we want them to be. Here are some steps to take toward developing better human relations.

Practicing Tolerance

Tolerance of ideas, of racial and religious differences, of differences in mental ability, of differences in interests, of people's basic shortcomings are essential in good human relations.

Learning Empathy

Empathy (not to be confused with sympathy) means the ability to project oneself into the mind of another--to be able to identify with the feelings, thoughts, or attitudes of another person. To develop this understanding with your fellow workers, you must really "see" his point of view objectively.

Becoming Objective

The person who is sensitive to good human relations tries to be as objective as possible in dealing with people. Rather than asking yourself "How will this affect me?" ask "What is the right thing or the best thing for everyone?" It is all too easy to think with the emotions and to inject "feelings" into everything one says and does. Never play favorites, and do not ask for preferential treatment.

Willingness to Help

Each day in the business world, situations arise in which people need assistance from others. No one is completely self-sufficient. If you display a cheerful willingness to help your associates whenever possible, this will be appreciated and reciprocated by them. There is greater harmony in any group when every member knows that he can depend upon his fellow workers to "come through" when necessary.

Rewarding Effort

Praise is important in human relations. Everyone likes to have others appreciate his efforts and to tell him when he has done a good job. Although showing appreciation is easy, many people simply forget to praise the good work of others. You can gladden another person's day by commenting on his fine performance. His reaction might also make your day brighter. Try it!

In applying principles of human behavior, one must never underestimate the worth of others. Each person, no matter how unimportant his role may seem, has desires, ambitions, fears, hopes, and dreams--just as you have. Do not seek knowledge in order to manipulate people. Seek rather to apply your skill in human relations thoughtfully, humbly, and above all, with sincerity. You will become a better person yourself, and your own image will grow.

STUDENT INFORMATION

FOLDER
Grading Standards

The class work should be kept in a folder for a quarter. This material may be put in a manila folder, letter size, and labeled. Folders will be kept in alphabetical order in one of the 4-drawer file cabinets labeled OEDUC 97.

- -

FOLDER CHECKLIST
(Daily)

NAME _____ DATE _____

	Excellent	Good	Poor
Neat appearance (no frayed edges)	_____	___	___
Completeness: Quizzes, timings, handouts	_____	___	___
Organization			
Extra credit current events	_____	___	___

Folder grade: _____

QUIZZES - GRADING STANDARDS

A good quiz is valid, reliable, and usable. It is material covered prior to the period in which the quiz is given.

1. Validity: Does this quiz measure what it seeks to measure?
2. Reliability: How well does this quiz measure the amount and quality of material learned by the students?
3. Usability: Is the quiz easy to give, understand, take, and grade?

Kinds of quizzes/exams that will be given:

1. Oral questions
2. Student demonstrations
3. Personal conferences
4. True and false questions
5. Spelling tests
6. Word association or matching questions
7. Completion questions or recall
8. Identification
9. Multiple choice
10. Short question (essay answers)

ROOM, FACILITIES, EQUIPMENT, AND SUPPLIES NECESSARY

Room and Facilities

Room with manual and electric typewriters
Adjustable chairs and desk for
typewriters; bulletin board
and chalkboard

Equipment - Business

Telephone with hold button
4-drawer filing cabinet
12 ten-key adding machines
20 transcribing machines

Equipment - Audiovisual

Overhead projector
Cassette tape player and tapes
Cassette tape recorder
Record player, stereo
Video tape

Supplies

Typing paper	3x5 index cards
Carbon paper	Rubber bands
Manila folders	Paper clips
Labels	Liquid paper
Large and small envelopes	Paper cutter
Stapler, small and large	3-hole puncher
Interval timer	Stop watch
Date stamp	Rubber stamp - school name

FIELD TRIPS RELATED TO UNITS OF INSTRUCTION

COA (College of Alameda) Library

COA Records Department, Registrar's Office

Employment Offices

Firms representing: Federal, State, County and City offices

Private business - at least two visits

OBSERVATIONS: Students should look for

1. differences in types of offices
    a) styles of offices
    b) duties performed
    c) equipment
    d) personnel, technique, attitude, efficiency

PART C: FINDINGS OF THE EMPLOYER EVALUATION SURVEY

In Part A of this chapter it has been demonstrated that a need does exist, and that there is interest in an office occupations curriculum among male community college students. Part B presented a curriculum to respond to this need. In this part, the findings of an employer evaluation survey are reported. This survey addresses the questions, as related to the proposed curriculum: Are employers interested and willing to hire male office employees in positions previously held previously by women? Do employers feel the proposed curriculum will attract and effectively train male students for office jobs?

Pilot Telephone Survey

As a prelude to the full validation study, the writer first performed a telephone survey to test the feasibility of undertaking the major survey proposed. Employers were asked to respond to the following questions:

1. Does your firm hire male applicants for clerical positions? (General policy)
2. To your knowledge, has your firm actually hired male applicants in clerical positions? (Actual practice)
3. Given that most of your clerical applicants are in fact female, would you nonetheless hire male applicants if you had such applicants, with proper training (i.e., training similar to that expected of clerical and secretarial graduates who have traditionally been female)? (Role attitude)

4. If your answer was yes to the previous question do you believe there is a need for a curriculum to attract and train male applicants for office employment? (Hiring projection)

5. One further question: Are most of your present clerical employees, including secretaries, male or female? (Validating question 2, above)

Responses to the above questions were tabulated (N=50), as follows: Of total firms surveyed, more than 80 percent indicated that general policy was to employ clerical personnel without regard to sex of applicant; 90 percent of the respondents indicated that males had been hired in general clerical positions, all, however, in the "general office" category (typists, filing clerks, counter workers and the like), although in no instance had any firm hired a male secretary, stenographer, or similarly assigned person, and in most instances the males employed in office positions were in some way related to general bookkeeping and/or inventory and stores positions, and other assignments relating to work involving either heavy lifting, hardship conditions or working locations (e.g., construction sites, warehouse office or dispatch headquarters).

Without exception, respondents indicated they would be willing to hire male applicants for all office occupational positions available, suggesting as observed in the literature that the traditional role concepts relating to occupations have not been held to as principle by employers. This was further supported by the assurance on the part of all respondents that there is a need for a curriculum to train males for office jobs, in their opinion, and that given sufficient applicants, they would expect to hire males

in many office positions now (i.e., traditionally) held by females. The final question, designed to validate question 2, indicated that most office positions at the responding firms were occupied by females (97 percent) but that the reason for this was traditional applicant experience, not hiring practice. One personnel director insisted: "Of course most of our employees in these jobs are women. Most applicants--in fact, all of our applicants so far--are women. Give us some men and we'll undoubtedly hire some men...." See Appendix B for list of respondents.

Curriculum Validation Survey

Following the telephone survey, the proposed curriculum in office occupations for males was sent to employing firms in the form of a curriculum guide accompanied by a questionnaire. Employers were asked to evaluate the curriculum and express their view(s) of its suitability for training males for office occupations. Responses were asked for in the following areas: Philosophy, Objectives, and Task Usefulness; Course Content, Materials and Procedures; Bibliography and Appendix (Supporting and Expanding Details); and Overall Rating in four categories: format, timeline, content and probability for placement of a graduate of such a curriculum in an office occupations job (i.e., in the employer's own firm or type of business). The complete questionnaire is included as Appendix C to this writing.

Selection of Employer Respondents

The determination of respondents to the employer evaluation questionnaire used in this study was made on the basis of locale (e.g., within fifty-mile radius of the College of Alameda, where the student needs and interests assessment survey was conducted), awareness of the problem (all respondents had demonstrated their interest in office occupational education) and type of business (a cross-section of typical employing firms was sought).

A total of 35 employers were addressed. Questionnaires were sent by U.S. Mail, with stamped, return addressed envelopes included and a request for timely return of the completed forms. Twenty-four responses were received. The answers were then tabulated, coded, and prepared for statistical treatment and analysis by percentage comparison as related to the questions posed.

Findings of the Survey

It is to be noted at the outset that employers overwhelmingly evaluated the proposed curriculum as an effective program for training potential office employees. In response to the question, Is the philosophy stated in clear terms? all respondents answered in the affirmative. Where choices were not unanimous, the responses indicate strong affirmative evaluation of the proposed guide, and an interesting pattern of validation may be observed.

As shown, for example, in Figure 1, sixteen of 24 or over 66 percent of respondents felt the objectives, both general and behavioral, were very clear. Seven, or slightly under 30 percent

As shown, for example, in Figure 1, 16 of 24 or over 66 percent of respondents felt the objectives, both general and behavioral, were very clear. Seven, or slightly under 30 percent of them rated the objectives as realistic.

Figure 1

Employer Evaluation of Objectives (Percentages)

Response Profile	Frequency (Percent)	Number of Respondents
Very Clear	66.7	16
Realistic	29.1	7
Unrealistic	4.2	1
Total	100.0	24

Ninety-one percent of the respondents evaluated the task categories covered in the curriculum useful (e.g., adaptable to most situations) to their firm, with one respondent indicating general in definition and the other respondent disagreeing. (See Figure 2, next page.)

Figure 2

Employer Evaluation of
Task Categories (Percentages)

Response Profile	Frequency (Percent)	Number of Respondents
Adaptable	91.6	22
General in definition	4.2	1
Unrealistic	4.2	1
Total	100.0	24

It would appear from the above that both in philosophy and usefulness, the writer may look upon the proposed curriculum with considerable confidence. The responses to questions relating to course content, materials and procedures were equally positive. Responses in this part of the questionnaire looked at the following concerns: adequacy, timeliness, appropriateness of training period, and the like.

Twenty-one of 24 or over 87 percent of respondents found the curriculum adequate; three-quarters found it timely; and just under 80 percent informative. Figure 3 indicates the distribution of responses to this question. Five respondents failed to answer in the timely and informative categories, two did not respond on the question of adequacy, and one said no on adequacy and timeliness. See Figure 3.

Figure 3

Employer Evaluation: Adequacy of the Curriculum (Percentages)

Response Profile		Frequency (Percent)	Number of Respondents
Very Adequate	yes	87.5	21
No Response	---	8.3	2
Not Adequate	no	4.2	1
		100.0	24
Timely	Yes	75.0	18
No Response	---	20.8	5
Not Timely	No	4.2	1
		100.0	24
Informative	Yes	79.2	19
No Response	---	--	--
Not Informative	No	20.8	5
		100.0	24
Total		100.0	24

To the question, Is the training period of one year feasible? employers were to answer yes or no and give their view on job market availability, acceptable training period for the student and the appropriateness of the one-year period for coverage of material included in the curriculum. Figure 4 shows that over 66 percent, or 16 of 24 respondents indicated yes to the first question, 12.5 or 3 employers said no, and one was not sure. Four employers did not respond to this question. Over 91 percent felt that a year is an acceptable training period for students in the proposed curriculum and more than 87 percent felt that coverage of the prescribed material and experiences in the curriculum would require at least a year.

Figure 4

Employer Evaluation of Length of Training Program--One Year (Percentages)

Response Profile		Frequency (Percent)		Number of Respondents	
Job Market Available	Yes	66.7		16	
Not Available	No	12.5		3	
Not Sure	--	4.2		1	
No Response	--	16.7	100.0	4	24
Acceptable	Yes	91.7		22	
Not Acceptable	No	8.3	100.0	2	24
Material Needs one year	Yes	87.5		21	
No Response	--	12.5	100.0	3	24
Total			100.0		24

Diversity of activities, of course, is an accepted need in preparation for any skilled occupational curriculum, so the question was asked: Does the curriculum reflect diversity in activities? Areas covered in the sections of the curriculum relating to this question included typewriting and duplicating, transcription, filing, and records control, Business English, and the like. Over 90 percent of respondents indicated affirmatively to this question in the areas of informativeness and relevancy, and just under 90 percent confirmed the necessity of such a diversity of experiences for adequate training in office occupational skills. (See Figure 5). Two employers did not respond in the first two sub-categories, and three did not answer on the matter of necessity.

Figure 5

Employer Evaluation of Diversity of Activities (Percentages)

Response Profile		Frequency (Percent)	Number of Respondents
Informative	Yes	91.7	22
Not informative	No	8.3	2
		100.0	24
Relevant	Yes	91.7	22
Not relevant	No	8.3	2
		100.0	24
Necessary	Yes	87.5	21
Not necessary	No	12.5	3
		100.0	24
Total		100.0	24

Employers were asked: Do you feel that the course content is correlated with the objectives? Respondents were to indicate very well in all areas, very well in most areas, in very few areas, and not in any areas. One-half of the respondents or 50 percent indicated very well in all areas, and the other half indicated very well in most areas. See Figure 6.

Figure 6

Employer Evaluation of Course Contents
Correlation with Objectives (Percentages)

Response Profile	Frequency (Percent)	Number of Respondents
Very well in all areas	50.0	12
Very well in most areas	50.0	12
*		
Total	100.0	24

* None checked the third and fourth options.

In support of the assumption stated earlier that if there were applicants who were males there would be opportunities for office occupations employment, an assumption of the researcher supported by the review of the literature and the telephone survey conducted as a prelude to the written questionnaire, the respondents in this survey were asked to express their view of the possibilities

for employment as a result of this curriculum. Over 70 percent indicated that such a job market is available while more than 90 percent, or 22 of 24 respondents affirmed that the skills necessary for such employment would be taught if this curriculum were completed. More than half the respondents indicated that even partial completion of the proposed curriculum would provide marketable and useful skills. One respondent was unsure of job market, and 5 did not answer this sub-question. Two did not respond to the skills question, and 8 did not respond to the question of value of partial completion, with 3 answering no. See Figure 7.

Figure 7

Employer Evaluation of Employment Chances Upon Completion (Percentages)

Response Profile		Frequency (Percent)	Number of Respondents
Jobs Available	Yes	70.8	17
No Response	--	20.8	5
Not Sure	--	4.2	1
No Jobs	No	4.2	1
		100.0	24
Necessary Skills are Taught	Yes	91.7	22
Skills not taught	No	8.3	2
		100.0	24
Partial Completion Useful	Yes	54.2	13
No Answer	--	33.3	8
Not Useful	No	12.5	3
		100.0	24
Totals		100.0	24

Part III of the curriculum questionnaire asked the respondents, themselves members of the business and industrial community, to evaluate the quality of the advisory committee which had assisted in the development of the curriculum by providing real world insights and judgments as the proposal was being constructed. Two thirds of them indicated they felt the committee was representative generally, and the other third that it was representative locally. No respondents felt the committee to be "not representative." See Figure 8.

Figure 8

Employer Evaluation of Advisory Committee Representation (Percentages)

Response Profile	Frequency (Percent)	Number of Respondents
Representative Locally	66.7	16
Representative Generally	33.3	8
Total	100.0	24

Respondents were further asked to indicate their feeling regarding the adequacy of resources for the curriculum including bibliography and committee representation. About a third of the respondents felt additional resources would have been helpful, a third did not respond to this question and 10 of 24, or about 42 percent answered no.

Figure 9

Employer Evaluation of Additional References/Resources Other Than Advisory Committee Members (Percentages)

Response Profile	Frequency (Percent)	Number of Respondents
No - Additional Resources	29.2	7
No Answer - Additional Resources	29.2	7
No - Additional Resources	41.6	10
Total	100.0	24

Questions relating to the Appendix of the Curriculum Guide asked respondents to express their views of the effectiveness of the materials for attracting male students, informativeness of instructor's materials and overall ratings in several categories. One question, asking for suggestions of additional materials "you feel should be included in this section" elicited no response from any employer. About a fifth of the respondents did not answer the question relating to the attractiveness of the program to male students. Of those who did respond, a quarter of them indicated they felt the curriculum would be very effective, and more than 50 percent, effective. See Figure 10 below.

Figure 10

Employer Evaluation of Materials for Attracting Male Students (Percentages)

Response Profile	Frequency (Percent)	Number of Respondents
Effective	54.2	13
Very Effective	25.0	6
No Response	20.8	5
Total	100.0	24

Response to the question of informativeness of instructor's materials was also supportive of the curriculum. Over a third rated the materials as informative, and more than half very informative. Three employers did not respond to this question. See Figure 11 below.

Figure 11

Employer Evaluation of
Instructor's Materials (Percentages)

Response Profile	Frequency (Percent)	Number of Respondents
Very Informative	54.2	13
Informative	33.3	8
No Response	12.5	3
Total	100.0	24

The 24 respondents were asked to rate the overall curriculum proposal on the basis of four categories: (1) format, (2) timeline, (3) content, and (4) probability for placement of the graduate in an office occupations position (e.g., administrative assistant).

Over 62 percent of the respondents rated the format as excellent, and more than 37 percent rated format good. A total of over 87 percent rated the timeline as excellent or good, and only three employers (total 12 percent) rated this category acceptable or poor. Two-thirds saw content as excellent, a quarter (6 of 24) evaluated content as good, and less than 10 percent (two respondents) rated content acceptable. None saw content as poor.

The important judgment regarding probability of job placement as a result of completion of the curriculum indicates that evaluators saw the proposed program as having high potential, with a total of just under 80 percent rating it excellent or good; 12 percent, or three employers, acceptable; and only two as poor. See Figure 12 below.

Figure 12

Overall Evaluation of Curriculum by Employers

OVERALL RATINGS BY EMPLOYERS (Numerical/Percent)	Excellent	Good	Acceptable	Poor	
Format	15 =62.5	9 =37.5	----	----	= 100.0 %
Timeline	14 =58.3	7 =29.2	2 =8.3	1 =4.2	= 100.0 %
Content	16 =66.7	6 =25.0	2 =8.3	----	= 100.0 %
Probability for Placement in an Administrative Assistant position following completion of the curriculum	7 =29.2	12 =50.0	3 =12.5	2 =8.3	= 100.0 %

N = 24

Six respondents commented in the space provided for overall ratings, one pointing out that the completion of this program should not be represented as guaranteeing hire or advancement; another that other factors also affect job availability. The language of the questionnaire may have influenced these comments, in that it asked for a rating of the probability for placement in an administrative assistant position following completion of the curriculum. The former comment, offered by a personnel analyst, noted that the successful student, even though placed, would still have to "compete with other qualified people for the promotion." The latter, a federal government personnel management specialist, noted that the government "usually hires at lowest levels and progress is based upon performance." The same commentator also pointed out that veteran's preference is also a factor.

A computer technician who rated the program as excellent in format, timeline, and content checked the good column for probability of hire, and called the program "very beautifully done," noting that it was directed toward males. "Was this your intention?" she asked, adding, "I'm a female." An employee relations supervisor for a major oil company commented that his company "rarely hires anyone directly into administrative assistant positions," adding however, that "we are interested in hiring men into the clerical field and have difficulty finding them." A community college Dean said the program was "well thought out," adding that "the co-op facilities should be able to help out with the securing of jobs." Overall, the response was positive and enthusiastic.

Conclusions Derived from the Employer Evaluation Survey

Thirty-five employers were asked to evaluate the proposed office occupations curriculum for males, in areas relating to philosophy, objectives, task usefulness, course content, and relevancy to employer needs. Questionnaires were completed and returned by 24 of them, and their responses were tabulated and presented by comparative percentages, graphically displayed and descriptively reported. All respondents indicated strong affirmative evaluation of the statement of the philosophy, more than 95 percent evaluated objectives as either very clear or realistic, over ninety-percent judged the usefulness of the tasks required by the program as useful, and a majority of respondents in all areas relating to course content and relevancy to employer needs strongly affirmed the curriculum as effective. Figures presented with this part of Chapter III support the assertion that overall, the response by employers to the proposed curriculum was, indeed, positive and enthusiastic.

This writer, maintaining an objective view and ready to accept a negative evaluation if that were to be the case, was therefore pleased to see the evaluations so strongly supportive of the proposal. The facts are clear, as derived from the data: a good program, validated by employer judgment.

CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS OF THE STUDY

Introduction

The findings of this study support the need for, and interest in an office occupations curriculum for males at the community college level; further, that such a curriculum validated by employer judgment, has successfully been constructed. Discussion will be given in this chapter to the findings of the study as related to these concerns.

Assumptions

In developing the study, this writer has proposed certain assumptions and observations which are central to the purpose of the work: (1) that a change in current practice could channel male students into an office occupations program and ultimately into employment in an office occupation; (2) that a balance between on-the-job training and practice and formal (classroom) learning experiences is an important aspect of a skills curriculum in office occupations; and (3) that students whose declared major is business, would tend to have interest in office occupation, while students not selecting a business major would not have any predisposed career interest in office work. It was further presumed that if a survey of non-business majors evidenced a degree of interest in office occupations equal to that shown by the

business major group that this factor would tend to support the generalizability of any findings observed among business majors per se.

The first assumption is supported by several findings of the study. Student interest was demonstrated by more than 75 percent of respondents to a needs and interests survey, as indicated by their affirmative answer to the question, "Are you interested in training for an office occupation?" It was noted as well that of all respondents only one had been counseled to enroll in a class relating to office occupations. Clearly many of these students, had they been counseled to do so, might have enrolled in office occupations courses. One change in current practice, which would increase enrollment in office occupations would be increased emphasis by counselors upon opportunities in the office occupations curriculum. This has a number of ramifications for the educational processes which will be discussed in the implications.

The next assumption, that a balance between on-the-job training and classroom study is important in an office occupations curriculum, is given credence by the experience of the Bell System as reported in Faidley's article (p.29) and by Glueck's statement regarding Southwestern Bell Telephone's policy on in-service training. Faidley's article, in fact, stresses the balance between classroom experience and job training as a motivational stimulus.

The third assumption, that business majors would have a "natural interest" in office occupations, while non-business majors would not, was not supported by the findings.

In the student survey, the writer observed that of the total respondents indicating "no interest" in office occupations, approximately 30 percent were business majors while 35 percent were majors in other areas. This suggests to this writer that prospective enrollees for office occupations programs can be found within the total population and not necessarily among business majors as was initially presumed.

Questions to be Addressed

In the statement of purpose of this study, it was indicated that the interest of the project was to determine the need for an office occupations curriculum for male students, and to propose such a curriculum, validated by experts. Accordingly, the questions to be addressed as expressed under the statement of objectives can be restated here as follows:

1. Is there a need for a curriculum in office occupations for male students as demonstrated by student interest?
2. If such a need is determined, can a suitable curriculum be designed and validated by employer judgment?

In order to seek answers to these questions, the writer designed and conducted two surveys. The first sought to determine the interest of male students in an office occupations curriculum. A total of 150 questionnaires were distributed to male students

at the College of Alameda. These students were business and non-business majors enrolled in lower division courses. They were asked to respond to questions relating to their interest in office work, interest in enrolling in a training program for office occupations, and other factors relating to their employment, academic status, and age. The responses indicated that a significant degree of interest does in fact exist among undergraduates generally. A total of 150 questionnaires were distributed with 143 respondents responding. Of these, 109, or more than three-quarters responded in the affirmative. Analysis of these responses by factors of age, major, employment and enrollment status revealed several interesting insights of value to the office occupations educator: the younger the student, the higher the degree of interest, with highest interest among the 17-24 year old age group; interest continues at a declining rate within the "middle" (25-39) age group, and the older respondents surveyed.

Employment status as a factor influencing interest was observed to be a determining factor but not to the extent expected by this writer. Among those who responded yes to an interest in an office occupations curriculum the majority was unemployed; employment status was related to age groups in that of the total employed, the highest percentage was observed to be in the age group 17-24. Overall, among those responding yes, the majority of the respondents were unemployed in all categories. Regardless of age, in other words, employment status is an important determinant of interest in office occupations.

Declared major was also a factor looked at with relation to expressed interest in office occupations. As indicated in the assumption stated above, it was anticipated by the researcher that students enrolled in business courses would have observably greater interest in an office occupations curriculum than students in other majors. This was not found to be supported. Interest, generally, did not prove to be a function of declared major. Non-business majors by numerical count alone, who expressed interest in an office occupations curriculum, were approximately equal to those who were business majors.

Finally, enrollment status (1st or 2nd year standing) combined with age to suggest that office occupations had the stronger appeal to the younger student regardless of academic level; interest was apparent, however, among respondents regardless of enrollment status. Second year students, by numerical count alone, indicated a higher level of interest than did their freshman counterparts, in fact.

Conclusions Regarding Student Needs and Interests

From the above, the following conclusions are drawn:

1. Male community college students are interested in office occupations as a viable choice for employment.

2. Interest in office occupations training and employment is not limited to business majors; in fact, it is distributed throughout the community college population.

3. Being unemployed is a determinant influencing interest in an office occupation and/or a program leading to employment in the field of office work.

4. Observations of this study indicate that second-year students show a greater degree of interest than do first-year students.

5. Interest in office occupations is highest among the younger age group (17-24) regardless of employment or academic status or major.

Curriculum Proposal and Validation

In order to seek an answer to the second question, the writer first prepared a curriculum in office occupations for male students based upon experience and the literature of comparative office occupations curricula generally. This curriculum was then prepared and distributed to employers for judgmental evaluation. A total of 35 employers were asked to evaluate, on the basis of their own best judgment, the philosophy, goals, course content, and materials provided in the curriculum. In addition, they were asked to provide an overall rating of the curriculum on the basis of the following four categories: format, timeline, content, and potential for placement (of the student) upon partial or full completion of training. In the large, employers evaluated the proposed curriculum as an effective program for the training of potential office employees.

All respondents evaluated the philosophy of the curriculum as having been stated in clear terms. Responses were also highly supportive of the curriculum as realistic, adaptable, adequate for the requirements of training for office occupations, suitable and

diverse in activities covered and effectively related in content to the objectives of the program.

An important judgment from the point of view of the writer was the clear endorsement by students enrolled. More than 90 percent of employer felt that the proposed curriculum did in fact provide training in the necessary skills for employment in their place of business. Over 70 percent of them felt that jobs would be available for students completing the program and entering the employment market. And more than half of all employer respondents indicated affirmatively on the question of employability as a result of partial completion of the curriculum.

An important aspect in the development and design of any study is the appropriate use of both the literature pertaining and available authority--in this instance the Advisory Committee through which the writer gained many useful insights regarding the design of the curriculum. All respondents judged membership on this committee to have been representative.

Another important concern of the researcher was the question: Do you feel that the program will attract male students to office occupations? More than 75 percent of all respondents evaluated this question in the affirmative.

The final judgment requested from employers, and the one which effectively validates this curriculum for the community college, is the overall rating derived from the questionnaire. Almost two-thirds of the respondents rated the curriculum excellent

in format and more than a third rated it good. Almost 90 percent evaluated it excellent or good in timeline, and better than 90 percent judged its content as excellent or good. A third of the respondents rated it as good; and only 2 of 24 saw it as poor. Overall, this collective judgment represents strong endorsement of the curriculum and a mandate to implement it at the community college level.

Conclusions Drawn from the Employers Survey

1. The proposed curriculum is acceptable for training male community college students in office occupations.
2. Based on employers' responses, there are jobs available for male applicants who have been trained by a curriculum such as that proposed.
3. The curriculum as proposed and judged workable by employers should be implemented on the community college level.
4. Employers will hire male applicants in clerical positions if trained by this curriculum.
5. Based on the results of the student survey reported above, and the positive evaluation given by employers, the curriculum should be implemented immediately at the College of Alameda.

Implications of the Study

The findings so far reported in this chapter and the conclusions drawn, have significant implications for the profession and for the community generally, for the business community in particular, and for undergraduate, lower division students enrolled in post-secondary institutions. It has become clear that traditional

role concepts generally, the absence of an awareness among counseling and guidance professionals of the opportunities in office occupations for males, and the lack of awareness in the community generally of the desirability of encouraging males to enter office occupational training programs, are contributing factors to the continued prevalence of females in the field of office work. Something should be done about this. Accordingly, it is the view of this writer that steps should be taken to develop awareness of and active interest in a dynamic program supporting the preparation of male employees for office occupations positions. The evidence is unequivocable: student need and interest has been demonstrated and a suitable curriculum has been designed. There remains only the challenge of implementing the obvious.

Recommendations

In retrospect, the writer recognizes that the design of this study was limited perhaps too closely to the discovery of only two basic questions: Is there a need for, and can an effective curriculum be designed to train males for office occupations? These questions, however, have been successfully dealt with in this study. In future studies, the concerns of this investigation should reasonably be expanded to include more in-depth examination of the socio-economic demographics of student populations, the specific characteristics of employer and employment conditions and characteristics, and the factors--specifically of cultural bias--which affect the conduct both of the community itself, as related to attitudes, and

the profession as related to instructional strategy and vocational educational practice generally.

This study has demonstrably indicated that a good curriculum exists and that there is sufficient student interest to make it a viable program for immediate implementation at the College of Alameda. To accomplish this, the following recommendations are made.

1. Steps should be taken to propose this curriculum as a part of the regular course offerings in the area of office occupations.

2. A program to orient faculty members generally and counseling and guidance personnel specifically should be initiated.

3. An informational program should be undertaken to encourage and develop student awareness of opportunities for males in office occupations. Suitable avenues should be provided for their enrollment in such a program.

4. A broad community awareness program should be initiated in business and industrial sectors to provide the widest possible market for cooperative training and employment of enrollees in the program.

5. Educators should develop a closer relationship with, and encourage greater participation by members of the business and industrial communities as advisors in office occupations training programs.

6. A closer relationship between interdisciplinary areas of the college should be encouraged to open avenues for entry into office occupations for other majors as well as broaden the interest and preparation of office occupations majors through awareness of other course offerings.

7. Innovative departures from traditional office occupations programs should be examined to make the contemporary curriculum dynamically responsive to the changing times.

It is hoped from the above that these recommendations and the study which generated them will provide a basis from which responsible development of occupational training for males, and students generally can be encouraged. It has been an education in itself for the writer and the beginning of what promises to be a life-long adventure in professional growth.

APPENDIX A

The purpose of this questionnaire is to find out if male students indicate an interest in office positions. Office positions are available if the necessary training is provided. Please help us determine student interest by completing this questionnaire.

1. Are you currently employed in a full-time ___, part-time ____, position? Unemployed ___? (check one please)

2. Are you interested in work in an office? Yes ___ No___

   2a. If no, why not?

3. Would you be interested in training for an office job? Yes ___ No ___.

   3a. Would you be interested or willing to spend one year in training for an office position? Yes ___ No ____

   3b. If no, why not?

4. Would you prefer an all male type course to a co-educational (male and female) type course? (Circle one please)

   4a. Why?

5. Which courses have you taken within the last five years you feel would contribute to your success an office position? List them.

6. Have you previously been counseled to take office occupations courses which lead to employment? Yes ____ No ___

7. If a training course for male students for office work is initiated, would you be interested in enrolling? Yes ____ No ____

7a. If not, why not?

7b. If yes, give address and telephone number where you may be reached.

_____

_____

_____

NAME _____ AGE _____ STUDENT CLASSIFICATION (1st or 2d year student)

MAJOR _____

APPENDIX B

List of Respondents

Construction

Bechtel
Clark Equipment
Utah Construction & Mining

Education

Alameda Unified School District
Oakland Unified School District
Peralta District
University of California
Berkeley

Finance

Bank of America NT&SA
Barclays Bank of California
Home Savings & Loan
Household Finance
Security Pacific Bank
Union Bank
United California Bank

Government

Alameda County
California State Civil Service
City of Alameda
City of Oakland
U.S. Civil Service

Hospital

Kaiser Foundation
Merritt Hospital
University of California
Hospital

Insurance

All State
California Physicians Insurance
Corporation
California State Automotive
Association
New York Life
State Farm

Manufacturers

Apex
Caterpillar Tractors
Clorox
General Cable
General Motors
IBM
Westinghouse
Xerox

Retail & Wholesale

Capwells
J. C. Penney
Liberty House
Macy
Montgomery Wards
Safeway, Inc.
Sears

Transportation

AC Transit
BART
Matson Lines
Missouri Pacific
Pacific Far East Lines
United Airlines
World Airways

APPENDIX C

QUESTIONNAIRE

OFFICE OCCUPATIONS' CURRICULUM

FOR

COMMUNITY COLLEGE MALE STUDENTS

"WHY NOT?"

INSTRUCTIONS: *Please take a few minutes to read and answer some pertinent questions related to the enclosed curriculum guide. Your honest and professional opinions are solicited and appreciated!*

Please supply us with your position title in the space provided at the bottom of this page.

You may write your answers in the spaces provided and return the questionnaire in the self-addressed envelope, which is enclosed for your convenience.

This evaluation is very important to a study now in progress which is offered by USF in cooperation with the Institute for Professional Development, San Jose, California.

POSITION _____

I. INTRODUCTORY MATTER (Questions)

The following questions pertain to the data identified on the opposite page. Using that outline, please review the curriculum guide before answering the questions.

1. *Is the philosophy stated in clear terms? (Check one)* *Yes* ____ *No* ____

2. *Are the objectives, both general and behavioral? (Check one)*

   a) *Very clear* ____ c) *Unrealistic* ____

   b) *Realistic* ____

3. *Are the task categories useful to your firm? (Check one)*

   a) *Unrealistic for local area* ____

   b) *Too general for local area* ____

   c) *Controlled by the government* ____

   d) *General in definition* ____

   e) *Adaptable to most situations* ____

II. COURSE CONTENT, MATERIALS, AND PROCEDURES (Questions)

	Yes	No
1. *Does the curriculum appear*		
a) *Very adequate*	___	___
b) *Timely*	___	___
c) *Informative*	___	___

I. INTRODUCTORY MATTER
(Data)

The following information is located in the curriculum guide. Please use this outline to locate and review the proposed curriculum, then answer the questions at left.

PREFACE/ACKNOWLEDGMENT

INTRODUCTION AND PHILOSOPHY (See pages 1-2)

OBJECTIVES: GENERAL AND BEHAVIORAL
(See pages 3-4)

TASK CATEGORIES: *These task categories are those most preferred by business for the position of an Administrative Assistant. (See pages 7-9)*

II. COURSE CONTENT, MATERIALS, AND PROCEDURES (Data)

Units of instruction will include basic clerical skills training. The proposed curriculum, including materials, and procedures, will consist of the following:

A. *Employment Orientation (See page 11)*

1. *Human Relations (See page 12)*
2. *Telephone Techniques (See page 13)*

II. COURSE CONTENT, MATERIALS, AND PROCEDURES (Questions) Continued

	Yes	No
2. *Is the training period of one year feasible?*		
a) *Job market available*	___	___
b) *Acceptable training period for student*	___	___
c) *Coverage of material necessitates at least one year*	___	___
3. *Does the curriculum reflect diversity in activities?*		
a) *Informative*	___	___
b) *Relevant*	___	___
c) *Necessary*	___	___

4. *Do you feel the course content is correlated with the objectives? (Check one)*

   (1) *Very well in all areas* ___

   (2) *Very well in most areas* ___

   (3) *In very few areas* ___

   (4) *Not in any areas* ___

	Yes	No
5. *Do you feel that persons trained with this curriculum have good chances of employment?*		
a) *Job market is available*	___	___
b) *Skills necessary are taught*	___	___
c) *Partial course completion is marketable/useful*	___	___

II. COURSE CONTENT, MATERIALS, AND PROCEDURES
(Data) Continued

B. Typewriting and Duplicating

Skill building and mailable copy will be emphasized (See pages 14-15)

C. Transcription

Mailable copy using the transcribing machine (See page 16)

D. Filing and Records Control

Alphabetical filing using correspondence (See page 17)

E. Business English and Communications

Grammar rules, spelling, punctuation, and capitalization is a daily skill and will be a major part of each day's assignment. Communication skills will be emphasized with the telephone, and oral speaking, writing and composing letters, memorandums, and reports (See page 18)

F. Business Mathematics and Machines

Solving problems related to business using the ten-key and the printing calculator (See page 19)

G. and COMMON SENSE, if there is time! "Why not?"

TIMELINE - a weekly outline given for directional purposes. (See page 20)

III. BIBLIOGRAPHY
(Questions)

1. *Do you feel that the Advisory Committee Members were? (Check one)*

   a) *Representative locally* ___

   b) *Representative generally* ___

   c) *Not representative* ___

2. *Does it appear that additional resources would be helpful? Yes ___ No ___ (Check one)*

   If yes, please list _____

   _____

IV. APPENDIX
(Questions)

1. *How effective are the materials for attracting male students? (Check one)*

   a) *Very effective* ___

   b) *Effective* ___

   c) *Not effective at all* ___

2. *How informative are the instructor's materials? (Check one)*

   a) *Very informative* ___

   b) *Informative* ___

   c) *Not informative* ___

3. *List additional materials you feel should be included in this section.*

   _____

   _____

III. BIBLIOGRAPHY
(Data)

Advisory Committee Members
(See pages 22-23)

Colleagues
(See Acknowledgments)

IV. APPENDIX
(Data)

SUGGESTED MATERIALS:

Students - *A suggested questionnaire letter and contract for entry into program (See pages 24-26)*

Suggested letter for class activities (See pages 27-28)

Folder (See page 30)

Quizzes - grading standards (See page 31)

Instructors - *Room, Facilities, Equipment, and Supplies (See page 32)*

Field trips (See page 33)

Speakers (See course content for interest area)

OVERALL RATINGS

	Excellent	Good	Acceptable	Poor
FORMAT				
TIMELINE				
CONTENT				
PROBABILITY FOR PLACEMENT in an Administrative Assistant position following completion of the curriculum				

COMMENTS:

_____

_____

_____

Please return this completed questionnaire in the enclosed, self-addressed envelope to:

Marjorie Dixon, Business Division
College of Alameda
555 Atlantic Avenue
Alameda, CA 94501

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